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ABSTRACT

In order to ascertain the educaticnal needs of Central Pennsylvania residents, samples of three populations were surveyed: high school students, the adult population, and employers. A stratified random sample of approximately 530 public high school students in each of grades 10, 11, and 12, the entire enrollment of two Area Vocational Technical Schools, and a sample from a third AVTS were surveyed for information on current school program, future occupation, educational plans and aspirations, possible postsecondary programs, and reasons for not continuing education beyond high school. Random samples of 500 adults from each of six areas in the region were surveyed, yielding a 32% to 38% response rate and data on interest in adult classes or college credit programs, reasons for not continuing education, current educational activities, employment, age, completed and desired education, new occupational goals, child care service needs, television courses and preferences in class scheduling, location, and format. Five subgroups of employers who had more than 50 employees were surveyed for information on current employment/training needs, training for present and new employees, importance of types of training, changes in the work force, and employer support for continuing education. The three questionnaires, statistical projections from the student and adult surveys, and response data from the employer survey are appended. (RT)

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COMMUNITY EDUCATIONAL NEEDS ASSESSMENT

CAPITAL REGION OF PENNSYLVANIA

Volume I

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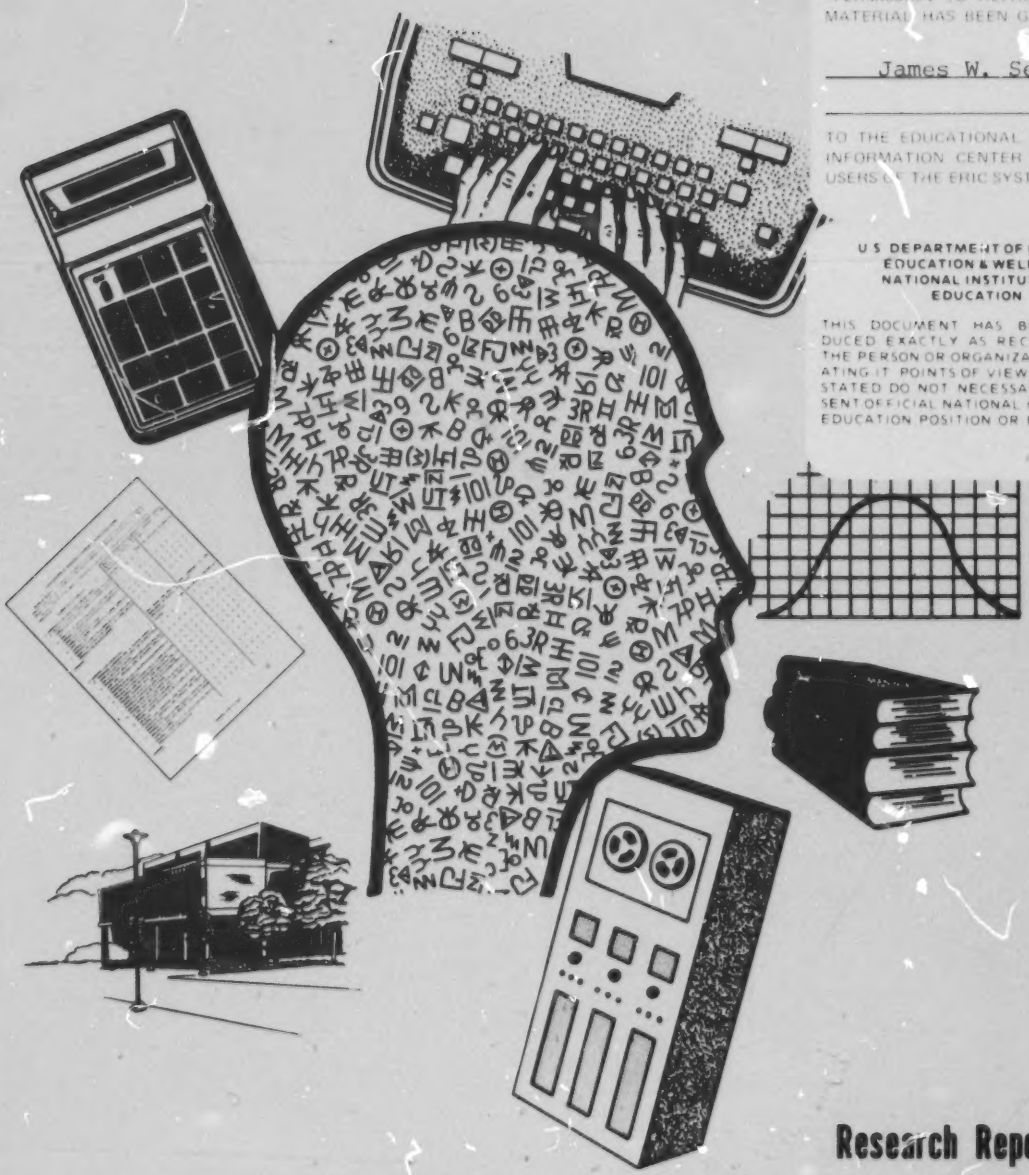

JC 780 006

Research Report 15

HARRISBURG AREA COMMUNITY COLLEGE
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Community Educational Needs Assessment:
The Capital Region of Pennsylvania
Volume I

James W. Selgas
Director
Research & Planning

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Harrisburg, PA 17110

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FOREWORD

The study was conducted by the Office of Research & Planning at Harrisburg Area Community College. A Vocational Education grant from the Pennsylvania Department of Education, Bureau of Academic Programs supported the purchase of materials, travel expenses, and student help.

The cooperation of literally thousands of Central Pennsylvania residents, including high school students, adult residents, and employers, made the study possible. Local school officials as well as local government officials were of crucial help in the study process.

ACKNOWLEDGMENTS

It is difficult with a study of this size to acknowledge every individual, but special thanks must be given to certain individuals who assisted in the process.

Mrs. Virginia Walter, research assistant to the Office of Research & Planning, must be recognized. Her outstanding work throughout the study included editing the final draft of each survey instrument, organizing the survey procedures for each population and, finally, organizing the data for analysis.

Mrs. Dorothy Gesford and Miss Denise Tobias worked with the Research Office during the processing of this information and while they were students at the College. Together, they spent many hours coding literally thousands of surveys and tabulating data with a high degree of accuracy, a most difficult and demanding task.

Mr. Charles Fahnestock is recognized for the development of a grant which, when funded, supported his position as Coordinator for Vocational Education at the Community College. Mr. Fahnestock was also very helpful in administering the survey instruments in the schools throughout the region.

Many people in local schools helped in crucial ways to carry out the study. The staff members of the area vocational-technical schools were extremely helpful in reviewing drafts of the survey instrument. They made rather substantive and worthwhile changes in the instrument. Messrs. Nelson Gish, Fred Kerr, and William Shoemaker at Cumberland/Perry AVTS, Mr. Glenn Motter at Harrisburg/Steelton-Highspire AVTS, and Messrs. Ralph Porter and Ronald Stammel at Dauphin County AVTS were especially helpful. Mr. James Barefoot of the Carlisle School District was also helpful in reviewing the survey instrument.

Dr. Theodore L. Soistman and Mr. David L. Horst at the Derry Township School District helped to pilot the survey instrument at the Hershey High School. This was an important step before taking the study to the larger region. In addition, Dr. Soistman provided early support for joint planning efforts.

Mr. D. Bruce Conner, Executive Director of the Capital Area Intermediate Unit, strongly supported the research study among the school superintendents. The unanimous agreement of the superintendents to permit their high schools to participate in the study was an outstanding show of support on their part. (A list of these schools that participated in the study appears on the next page.) In addition, the Williams Valley School District, which is not a member of the Capital Area Intermediate Unit, but which does sponsor H.A.C.C., was more than willing to participate. The Rev. Monsignor Leo N. Bierster permitted us to sample the high schools of the Diocese of Harrisburg. The staff at each of these schools was very helpful in carrying out the task.

A valid sample of the adult population would not have been feasible without the help of the Commissioners of Dauphin, Cumberland, and Perry Counties. The staff members and clerks in tax offices were willing to listen to our requests and work out acceptable procedures to sample residents while safeguarding their privacy. In addition, Mr. Philip J. Fratti, the Derry Township Tax Collector, was very helpful in answering our questions for the pilot study of Derry Township.

Mr. Emeric B. DeLuca, Associate Professor of English at H.A.C.C., edited the final draft of the study, so that the reader might see "the trees, as well as the forest."

LIST OF AREA VOCATIONAL-TECHNICAL SCHOOLS AND SCHOOL DISTRICTS THAT PARTICIPATED IN THE COMMUNITY EDUCATIONAL NEEDS ASSESSMENT

Area Vocational-Technical Schools

Cumberland/Perry AVTS
Dauphin County AVTS
Harrisburg/Steelton-Highspire AVTS

School Districts

Big Spring
Camp Hill
Carlisle Area
Central Dauphin
Cumberland Valley
Derry Twp.
Diocese of Harrisburg
East Pennsboro
Greenwood
Halifax Area
Harrisburg
Lower Dauphin
Mechanicsburg Area
Middletown Area
Millersburg Area
Newport
Northern York
Shippensburg Area
South Middleton
Steelton-Highspire
Susquehanna Twp.
Susquenita
Upper Dauphin Area
West Perry
West Shore
Williams Valley

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INTRODUCTION

In the Spring of 1972, the Office of Research and Planning attempted a survey entitled "Women's Educational Needs Assessment" and piloted an instrument with small groups. However, at the time, it was impossible to obtain an adequate sample from which inferences could be drawn about the larger population. For the next few years, this needs assessment was considered an important priority to be carried out when sampling options and resources improved.

In the Spring of 1975, as part of a proposal for external funds, the Research Office was requested to conduct a study to identify programs which would relate to joint planning with the area vocational-technical schools. In the Fall of 1975 President S. James Manilla requested the Office of Research & Planning to develop a master plan for the College. A key component of that master planning would be a community educational needs assessment (CENA), as a comprehensive study of the region was a keystone to any planning document.

Another important factor in carrying out the study was that the office was able, over the previous 4 years, to obtain experience and credibility from working with the community. A "track record" had been established because a number of studies had been conducted, among them The Impact of the New Cumberland Army Depot on the Local Economy (Selgas, Saussy, and Shaffer, 1975). This work and others provided the base of credibility necessary to gain access to the support and information necessary to carry out this study.

Purpose

The purpose of the CENA was to ascertain the educational needs of Central Pennsylvania residents primarily in the Harrisburg Standard Metropolitan Statistical Area of Dauphin, Cumberland, and Perry Counties. The information collected would provide a sound basis for individual and joint planning efforts of the Community College and the area vocational-technical schools (AVTS) of the Capital Region. The data also would be of use to individual school districts to (a) assist them to recognize the interests of secondary school students, adults, and employers on a regional basis; and (b) assist in their individual planning efforts.

The study was designed to draw inferences from samples of three distinct populations. The first phase of the study was an assessment of

secondary school students; the second phase was an assessment of adult population; and, finally, the third phase was an assessment of employers. As each phase used a distinct survey instrument, procedures are presented separately in this report.

Figure 1 is a map of the region under study. The unshaded area represents the 22 school districts which sponsor the College. The Capital Area Intermediate Unit actually includes the rest of Cumberland County (unshaded) and an additional portion of Northern York County. High School and AVTS students from this area were surveyed. The heavy line is the perimeter of the Tri-County area. It is from within this region that the adult population was sampled. The employers were selected from the Tri-County area and portions of Northern York County, as were the secondary students.

SECONDARY SCHOOLS

Procedure

High Schools

Population/Sample

The secondary schools included each of the public high schools in the Capital Area Intermediate Unit and Williams Valley High School, which is part of a sponsoring district to the Community College. In addition, the two parochial high schools, Trinity and Bishop McDevitt, were surveyed.

A stratified random and/or systematic sample was sought of each of three grade levels--ten, eleven, and twelve. The sample of 500 students at each of these three grade levels was considered sufficient to minimize sampling error.

The 1975-76 enrollments as published by the Pennsylvania Department of Education (Pa. Dept. of Ed., 1976) were used as a basis for estimating the appropriate sample size for each school district. Sample size for the public and parochial high schools was ascertained for the total of all three grades and by each grade.

For example, it was determined initially that there were 6,946 students in the 12th grade in the secondary and parochial high schools (exclusive of AVTS students). There were 541 seniors at Cumberland Valley High School

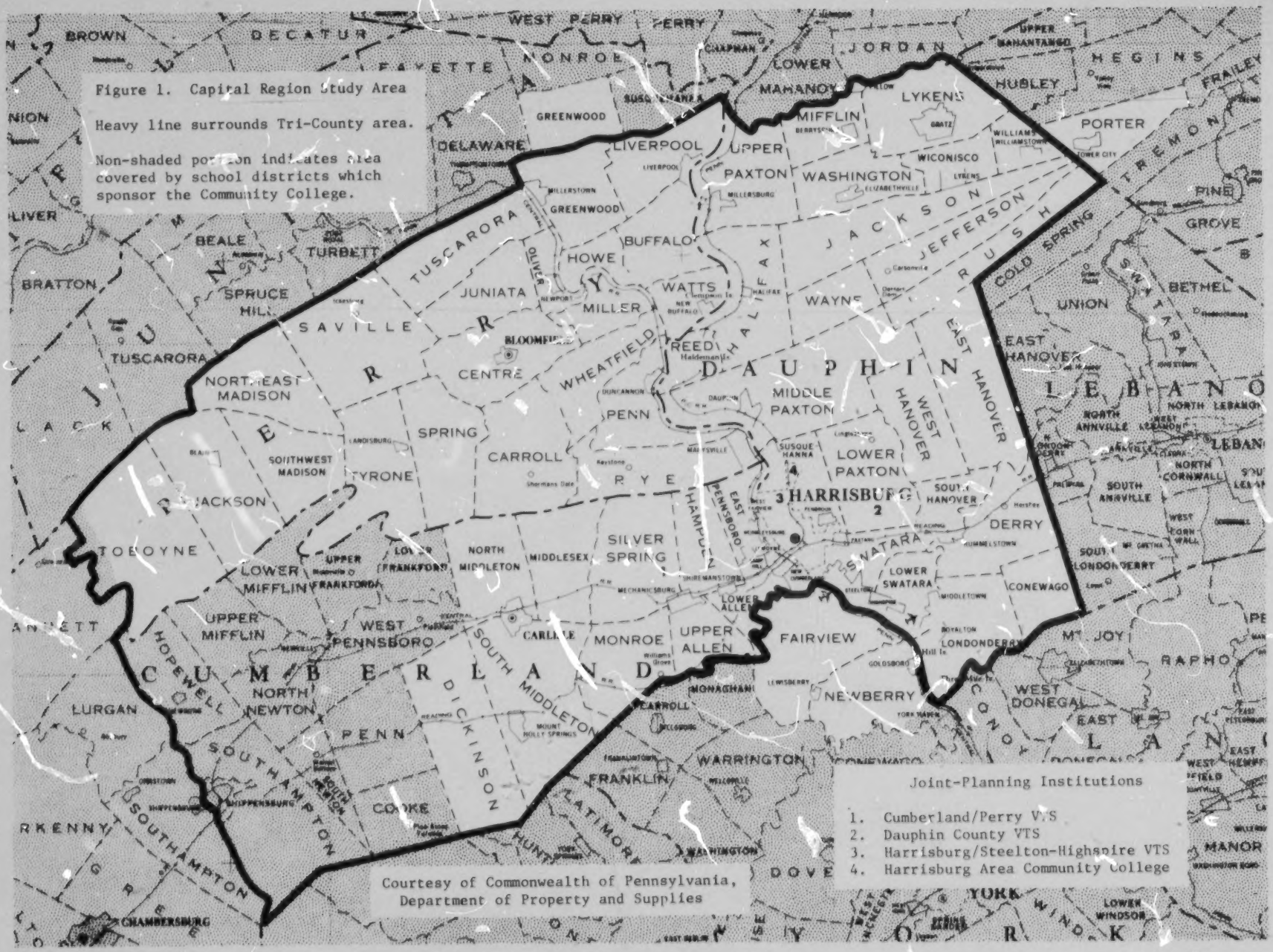
Figure 1. Capital Region Study Area
Heavy line surrounds Tri-County area.
Non-shaded portion indicates area covered by school districts which sponsor the Community College.
Courtesy of Commonwealth of Pennsylvania, Department of Property and Supplies
Joint-Planning Institutions
1. Cumberland/Perry V.S
2. Dauphin County VTS
3. Harrisburg/Steelton-Highspire VTS
4. Harrisburg Area Community College
DAUPHIN
CUMBERLAND
PERRY
JUNIATA
TUSCARORA
DELAWARE
GREENWOOD
LIVERPOOL
BUFFALO
HOWE
WATTS
MILLER
REED
WHEATFIELD
CENTRE
SPRING
CARROLL
PENN
LOWER PAXTON
MIDDLE PAXTON
SUSQUEHANNA
HARRISBURG
SWATARA
LOWER SWATARA
SILVER SPRING
MIDDLESEX
NORTH MIDDLETON
CARLISLE
MONROE
UPPER ALLEN
FAIRVIEW
NEWBERRY
WARRINGTON
FRANKLIN
LATIMORE
DOVER
WASHINGTON
PAXTON
MIFFLIN
LYKENS
WAYNE
JACKSON
JEFFERSON
RUSH
PORTER
WICONISCO
HUBLEY
JORDAN
LOWER MAHANOY
UPPER MAHANTANGO
HEGINS
TREMONT
PINE GROVE
COLD SPRING
BETHEL
UNION
EAST HANOVER
WEST HANOVER
DERRY
CONEWAGO
LONDONDERRY
MT. JOY
RAPHO
WEST DONEGAL
EAST DONEGAL
LEBANON
NORTH ANNVILLE
SOUTH ANNVILLE
NORTH CORNWALL
WEST CORNWALL
SOUTH LONDONDERRY
MANOR
LOWER WINDSOR
YORK
HALIFAX
SUSQUEHANNA
PENNSBORO
EAST PENNSBORO
HAMPDEN
LOWER ALLEN
MECHANICSBURG
SHIREMANSTOWN
NEW CUMBERLAND
WORMLEYSBURG
STEELTON
HIGHSPIRE
MIDDLETOWN
ROYALTON
GOLDSBORO
MILLERSTOWN
LEWISBERRY
YORK HAVEN
MOUNT HOLLY SPRINGS
MECHANICSBURG
CARLISLE
CHAMBERSBURG
SHIPPENSBURG
NEWVILLE
BOILING SPRINGS
MILLERSTOWN
LANDISBURG
BLOOMFIELD
NEWPORT
MILLERSBURG
ELIZABETHVILLE
LYKENS
WILLIAMSTOWN
TOWER CITY
HALIFAX
DUNCANNON
HALIFAX
MARYSVILLE
LIVERPOOL
NEW BUFFALO
HALDEMAN
CAMP HILL
LEMOYNE
LOWER ALLEN
SOUTH MIDDLETON
DICKINSON
HOPEWELL
SOUTHAMPTON
NORTH NEWTON
UPPER MIFFLIN
LOWER MIFFLIN
WEST PENNSBORO
SOUTHWEST MADISON
NORTHEAST MADISON
SAVILLE
TURBETT
BEALE
BRATTON
TUSCARORA
LURGAN
FAYETTE
MONROE
DECATUR
BROWN
NIONVILLE
FRANKFORD
UPPER FRANKFORD
LOWER FRANKFORD
MONAGHAN
CARROLL
PENN
COOKE
FRANKLIN
WARRINGTON
LATIMORE
DOVER
YORK
WINDSOR
HUNTINGTON
SOUTHAMPTON
GREENWOOD
TYRONE
JACKSON
TOBOYNE
SPRUCE HILL
BLOOMFIELD
NEWPORT
MILLERSTOWN
LANDISBURG
MILLERSBURG
ELIZABETHVILLE
LYKENS
WILLIAMSTOWN
TOWER CITY
HALIFAX
DUNCANNON
HALIFAX
MARYSVILLE
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LURGAN
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MONROE
DECATUR
BROWN
NIONVILLE
FRANKFORD
UPPER FRANKFORD
LOWER FRANKFORD
MONAGHAN
CARROLL
PENN
COOKE
FRANKLIN
WARRINGTON
LATIMORE
DOVER
YORK
WINDSOR
HUNTINGTON
SOUTHAMPTON
GREENWOOD
TYRONE
JACKSON
TOBOYNE
SPRUCE HILL

who represented 7.8 percent of the population. A sample of 39 students would be taken from that high school at the 12th grade level.

With the assistance of the Capital Area Intermediate Unit, the permission of the school superintendent was obtained to do a random and/or systematic sample of each of the high schools. In addition to the exact sample size, a ten percent additional sample was selected in each grade level to allow for absent students on the day the survey was administered.

Figure 2 graphically represents the total population of three grade levels across the Tri-County and shows the sample of 500 surveys which was taken at each grade level. A small shaded area in the sample represents blanks and non-responses. In actuality, the sample of 500 was exceeded by 6 percent at each grade level. The additional students were included in the analysis and were considered in the scaling factor to develop projections. Even though the class sizes varied with grade level, each sample of 500 yields essentially the same low sampling error.

It should be noted here that the sample size in each high school was not large enough to allow inferences to be drawn from any single school, with one exception--the pilot study done in Derry Township. This was a survey of all students in each grade level who were in attendance on the day of the survey. This sample was more than adequate to draw inferences about each of the three grade levels. A sample of the Hershey High School responses was taken and used as a representative subsample for the school district in relation to the regional study.

Survey Instrument

A review of literature on needs assessments at community colleges did not identify studies of the breadth and sample design intended for the Capital Region. Examples of CENA's at other community colleges are listed in the references.

An initial draft of an instrument was developed, based to a large extent on A Study of Post-High School Educational Needs in Bucks County (1968). This study was not carried out by a community college but, rather, the Bucks County Schools in conjunction with the Fels Institute of the University of Pennsylvania. It was the most substantive study of postsecondary educational needs that was identified. The instrument was then shared with

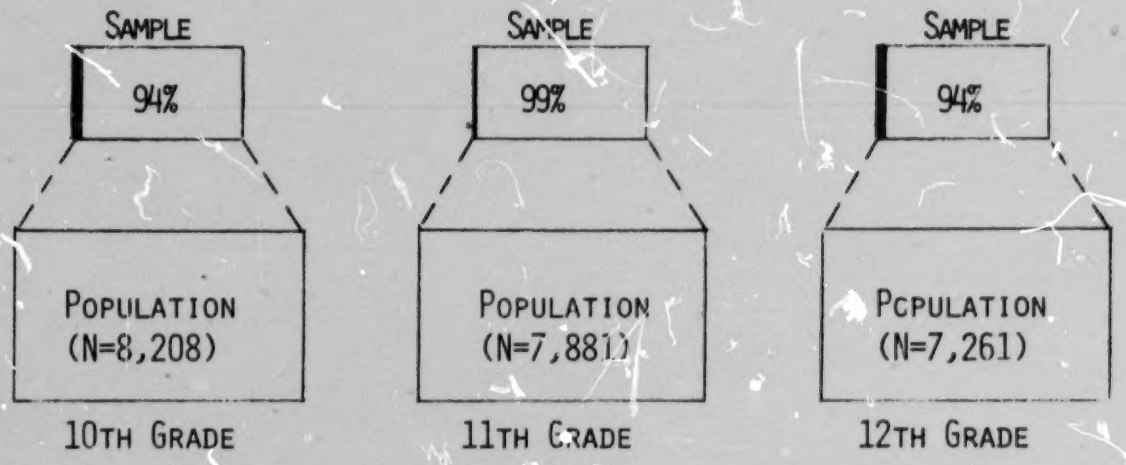

FIGURE 2. HIGH SCHOOL STUDENT ENROLLMENT, SAMPLE SIZE, AND PERCENT RESPONDING, BY GRADE.

(NOTE: AVERAGE SAMPLE SIZE WAS 530 IN EACH GRADE. SHADED AREA INDICATES PORTION OF NON-RESPONDENTS IN SAMPLE.)

staff at the area vocational-technical schools for their input. These staff members made substantive changes in the content and design of the survey, which made the instrument more consistent with their concerns and clearer to the students who would be completing the survey.

The survey instrument had attached to it a List of Educational Programs and a List of Occupations which were intended to help students in responding to various questions. The List of Educational Programs is simply the names (or a composite of similar names) of all the educational programs currently being offered or being considered by the AVTS' and the College. The List of Occupations includes career preference categories derived from fifteen occupational clusters designed by Project Talent: Developing New Career Guidance System (1971). These were obtained by the author from Mr. Gary Melville of the Haywood Technical Institute, Clyde, North Carolina.

Limitations

There were a number of minor factors which introduced error in the sample and, thereby, may have affected the reliability and/or the validity of inferences drawn from the response. In each instance, the data were processed and/or interpreted as conservatively as possible so as to underestimate rather than overestimate the demand for any activity.

There were discrepancies between the enrollments in a given district as shown by the Department of Education and what was found at the time of selection at the respective high school. Systematic variations were not identified other than that there may have been fewer students enrolled at the end of a school term in some instances, especially at the twelfth-grade level.

Methods and Inferences

The sample at each grade level was scaled up to the population size designated by the statistics of the Department of Education. The scaling factor was determined by dividing the actual population by the sample size.

The factors used for projections of data appear in Table A-1. The sample sizes are generally slightly larger than the 500 which was the original objective. This is due to the fact that two school districts were added to

the sample population after the sampling process had begun. It is these larger numbers that were used to identify factors in relationship to the actual enrollment. For example, at the 12th-grade level in the Tri-County area, the sample of 529 was scaled up to the actual population of 7,261 by a factor of 13.74.

The reader may recognize that the total number of 12th-grade responses in other tables tally to approximately 6,800 with some minor rounding errors, rather than the 7,261 identified as the actual enrollment. The difference in these figures is a result of a few non-respondents. This fact accentuates the conservative processing of underestimating interest in an activity rather than overestimating.

Non-response bias usually is a cause for concern which would limit the inferences which may be made. However, in this case the size of the non-response bias is not great, and the manner in which the data are interpreted precludes the possibility of planning on "thin" data.

The report demonstrates strong reliability due to the internal consistency of responses. In several cases, similar and overlapping questions demonstrated similar responses. In addition, validity and reliability were supported by comparing projections with current real data. For example, the number of high school students immediately planning to attend the community college was within reasonable bounds of the number of high school students who actually came from these districts. It is also true that the number of students who intended to apply to Williamsport Area Community College via Harrisburg Area Community College was quite close to the actual number who did, indeed, apply to Williamsport Area Community College.

In short, the way in which the data have been processed and interpreted, the internal consistency of the data, and the solid relationship of portions of the data to real external data all support the validity of the inferences drawn from the data.

Area Vocational Technical Schools

Population/Sample

The study population in area vocational-technical schools included the entire enrollment from the Harrisburg/Steelton-Highspire and the Dauphin County AVTS, a sample of the Cumberland/Perry AVTS, and the Williams Valley High School students who attended the Schuylkill AVTS. Figure 3 shows a graphic representation of the populations under study. The shaded area in the sample recognizes some non-respondents who are considered blank responses.

In the Harrisburg/Steelton-Highspire and Dauphin County AVTS, there was a non-response factor (absent students) which could introduce some error (of underestimatation) into the data analysis, but this was not considered to be of any great significance. The sample at the Cumberland/Perry AVTS was approximately 50 percent of the enrollment, or 500 students.

In addition, the students at the Williams Valley High School who were attending the Schuylkill AVTS were identified, as they would be eligible for any postsecondary programs planned jointly by the College and the AVTS's.

Survey Instrument

The survey instrument used for the AVTS's was identical to the one used for the school districts. A copy is contained in the Appendix.

Limitations

A sampling error was possible only with the Cumberland/Perry AVTS, where a sample was taken. The size of the sample and the method in which the sample was taken precludes a large, overall sampling error. The staff at Cumberland/Perry helped in identifying the data and the method to avoid any systematic biases in the sample by curricula and by time of attendance. Non-response error was introduced at each AVTS by the fact that some students were not in school at the time of the survey because of absenteeism and attendance at cooperative work experiences. With the help of staff, a number of these individuals were contacted at a later date. Figure 3 presents the population sample and the response bias discussed in this section.

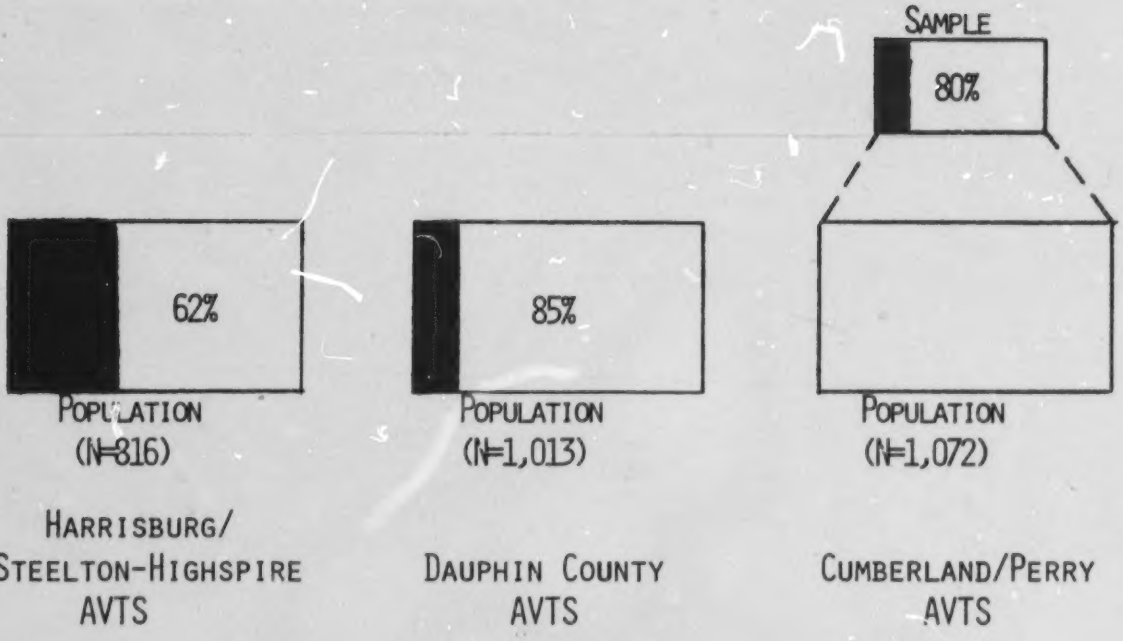

FIGURE 3. AVTS ENROLLMENT, SAMPLE SIZE, AND PERCENT RESPONDING.

(NOTE: ALL STUDENTS WERE SURVEYED AT HARRISBURG/ STEELTON-HIGHSPIRE AND DAUPHIN COUNTY AVTS. SAMPLE AT CUMBERLAND/PERRY WAS ONE-HALF OF ENROLLMENT. SHADED AREA INDICATES PORTION OF NON-RESPONDENTS.)

Methods and Inferences

The sample at Cumberland/Perry AVTS was scaled up to the actual population. The data from the other AVTS's were simply included as the actual number without scaling. Table B-1 shows the actual enrollments and the sample size in the Cumberland/Perry AVTS. It should be noted here that the LPN Nursing program at Harrisburg/Steelton-Highspire AVTS was a postsecondary program and was treated as a separate grade level throughout the analysis of data.

Analysis of Data

The discussion in this section refers to three aggregations of the data: (1) Tri-County High School Students, (2) Tri-County AVTS Students, and (3) Tri-County High School and AVTS.

Not included are more narrow organizations of the same data on secondary schools which present subsets of the overall data. The subsets include East Shore High School and AVTS; West Shore High School and AVTS; Dauphin County AVTS; Harrisburg/Steelton-Highspire AVTS; Cumberland/Perry AVTS; and finally, feeder high schools to each AVTS. Because the more specific groupings have meaning to fewer people, they are included in Volume II of this study, which is a limited publication. In light of the fact that these tables do, in fact, reflect subgroups, they are not generalizable beyond that subgroup In the case of the feeder high schools to AVTS's, sample sizes are relatively small and, therefore, have less predictive validity. Each table referred to in this section is available in the Appendix of this Volume I.

High Schools

Current High School Program

The first two questions of the questionnaire were included to screen out any overlap between AVTS students and high school students as well as to recognize programs of a vocational nature in the high school. Two-thirds of the students reported themselves as being in the college prep program. One-third saw themselves in general education or a specialty, such as secretarial science, which was offered at the public high school (Table A-2). More specifically, students were asked to identify their current educational program (Table A-3). The level of detail on this list in Table A-4 goes beyond the actual detail of the programs students could have been taking at their high schools. Most of these students were in a business and

commerce-related program. It was apparent that some students were identifying their interests within a general program rather than the actual program.

Future Occupation

It was desirable to identify what occupation students would most like to enter after they completed their education (Table A-5). The largest single grouping of future occupations was in the general business and office occupations. There were a great many individual students interested in secretarial work and accounting. The health occupations also stood out as desired future occupations. The fact that these numbers are so high, especially the number of high-level professionals such as doctors and dentists, raises the question of the maturity of the individuals and how realistic their choices were.

It should be kept in mind that the question asked the students to identify the occupation they would most like to enter. The question did not imply that they would achieve their goal. There are any number of students who enter a Pre-Med program in college, but the number who complete this program and actually are accepted by medical schools is few. This "cooling out" process is obvious from the data as they are broken down by grade level. The number of students desiring to be doctors drops substantially from the tenth grade to the twelfth grade.

One can also recognize in other answers that the students have matured. For example, in the area of business and office occupations, computer programmer increases as a desired occupation in significant steps from tenth to twelfth grade as students become more aware of other career options. The interpretation of these trends assumes that the students have matured and not that there are significant differences between the students of the different grade levels. This is a reasonable assumption in light of career development studies.

It is this type of progression that must be considered closely when using this type of data for planning purposes. The twelfth grade data are most useful for immediate postsecondary planning and not the total figure, which summarizes the three grade levels.

A technical note may be entered here. These numbers are scaled upward from the samples which were taken across the Tri-County area.

The "total" column was scaled from the total base figures rather than being added across the scaled tenth, eleventh, and twelfth grade columns. Therefore, there may be differences between the totals of tenth, eleventh, and twelfth and the actual total as presented in the tables. This difference is the result of the rounding method on the three extrapolations for the individual class levels.

Students also reported how sure they were about their choice of a future occupation (Table A-6). In general, the students become more confident in their selection as they progress from tenth to twelfth grade. By twelfth grade, approximately one-third of the students were definite about the occupation they would enter. More than 40 percent felt they would probably enter the occupation chosen, and a fourth was not sure.

Educational Aspirations

Most of the students were willing to estimate the greatest amount of education they wanted during their life (Table A-7). The level of education the student desired was rather stable across the three grade levels. Very few students planned not to finish high school, and about one-fourth saw high school graduation as the culmination of their education. On the other hand, almost seven-tenths of the students saw themselves continuing their education in some form or another.

Approximately fifteen percent saw themselves taking some type of post-high school vocational or business training, not necessarily at a college. Relatively few students saw themselves simply taking a few courses, but not completing a degree. Another thirteen percent saw themselves completing their education with an associate degree at a community college or a two-year extension. More than twenty percent saw themselves completing their education with a baccalaureate degree (which might include some type of community college work in the process). Finally, between ten and fifteen percent of the students saw themselves as taking some type of post-baccalaureate degree. These data show that the commitment to higher education is rather substantial within this region.

Post-High School Education Plans

Most of the students have some idea of what they plan to do immediately after leaving high school (Table A-8). The most significant shift in these data across grade levels is the declining number of students seeking to enter military service immediately after leaving high school. The number of students in twelfth grade who are seeking full-time jobs that do not require additional training was almost identical to the number of twelfth grade students in Table A-7 who saw high school graduation as the end of their education. This type of consistency supports the reliability of the student responses.

Most students anticipating college saw themselves as attending full-time rather than part-time. Of those anticipating full-time college attendance, more than three in five anticipated working part-time in addition to their full-time college commitment. (Most students attending the Community College immediately after high school do attend full-time and have some type of job.)

Post High School Mobility

Almost half of the students saw themselves living within commuting distance of their present home immediately after leaving high school (Table A-9). A fourth thought they would be outside commuting distance from their present home, and about one-third was not sure where they would be located after graduation. The fact that at least half plans to stay within the Capital Region has implications for providing educational services.

Reasons for Not Attending a Higher Educational Institution

An attempt was made to identify the reasons why students did not plan to attend school or college within a year after high school (Table A-10). The reasons were relatively stable across grade level. The most important reasons why students did not plan to attend college within a year of high school graduation were: (1) "I want to get a job and start earning a living as soon as possible;" (2) "I have to start earning a living in order to support myself;" and (3) "It would cost more than my parents could afford." It should be recognized that these three most-important reasons for not planning to go directly to college relate to financial considerations. The reader is referred to Table A-10 to review the other concerns.

Postsecondary Educational Setting

In order to plan postsecondary programs for the College and the AVTS's, it was important to identify what type of school or college the students planned to attend first (Table A-11). The plans of students were fairly stable across grade levels, with the exception of a slight increase in the number of students planning to attend the Community College or a two-year extension full-time, and the decrease in the number of students who did not plan to attend college.

About twenty percent of the students planned to attend some type of vocational or commercial school first. Another 20 percent planned to attend a community college or a 2-year extension to begin their postsecondary education, while 30 percent planned to attend a 4-year college or university. Comparing these data with Table A-7, the reader can see consistency, with the exception that students were becoming more specific about their plans. Students who had indicated (Table A-7) that their maximum education would be high school graduation become more specific in Table A-11. The data generally are reliable, although, as the students went through the instrument, it appears that they began to show somewhat more interest in furthering their education.

It was important to note how sure the students were of the type of school they were planning to attend (Table A-12). It can be seen that the confidence in their decisions increased with grade level, to the point that by twelfth grade, two-thirds of the students who said they would attend a postsecondary institution were sure of those plans.

So as to plan programs for the College and, possibly, to become involved in joint programming with AVTS's, it was important to identify the specific institutions the students planned to attend (Table A-13). It was estimated that 989 12th graders planned to attend H.A.C.C. This is an important figure, and it served as a good check on the reliability and validity of the student responses. In the Fall semester 1976, immediately after this survey was taken, between 950 and 1,000 first-time admissions to H.A.C.C. came directly from high schools in the College's sponsoring area. It should be noted that the survey area was slightly larger than the College sponsoring area (three school districts in the survey were not H.A.C.C. sponsors). In short, these data support the validity of the responses.

More students in the Central Pennsylvania Region planned to attend the Community College than any other single institution in the State or than any other segment of higher educational institutions, including all of the State Colleges, State-Related Universities, private two-year colleges, or private four-year colleges.

Timing of Postsecondary Educational Activities

Approximately half of the students planned to enter college immediately after high school (Table A-14). Others planned additional education after working for a period of time, or simply were not sure.

Postsecondary Educational Program

In terms of planning programs at the postsecondary level, by far the most important question on the survey instrument was the final question which asked, "What educational program would you most like to complete after you leave high school?" By this time, the students had gone through the survey instrument and had analyzed in some detail their thoughts on their future education. Earlier they identified what they wanted their eventual occupation to be. At this point in the survey instrument they were asked to select the educational program which they would use to build the base for that occupation (Table A-15).

Students were asked to use the same list of educational programs which was used in Question 2. As with the student selection of their future occupations, a selection of post-high school educational program demonstrated more realistic plans as students came closer to graduation. These trends generally can be related to assumed increasing knowledge of the difficulty of a program and/or its accessibility.

The area with the greatest interest is business and commerce technologies. Many students were interested in accounting, business administration, business education, business machine maintenance, business management, data processing, and secretarial science.

The reader may review each area and individual program within the area to ascertain the strength of the interest. The use of these findings for planning purposes will be recognized in the section on Conclusions and Recommendations where they will be analyzed in light of the job market.

Area Vocational-Technical Schools

The size of the samples from the AVTS population are as large as were the high school student samples. However, the AVTS's do not reflect as large a population. The number of students in projected cells is smaller, and trends are not as easily discerned across grade levels.

Future Occupation

The analysis of data from Tri-County AVTS students begins with identification of the occupation they eventually desired to enter (Table B-2).

It may be noted that a plurality of students were interested in activities related to construction, especially carpentry. Transportation also was an area in which a relatively large number of students demonstrated an interest. Auto and truck mechanics was, by far, the leading occupation within this grouping. The information in Table B-2 may be reviewed with an eye toward the extent of additional education these students would need after finishing at the AVTS in order to meet minimum criteria to enter and advance in the occupation.

These students tended to be quite sure of their postsecondary plans, and this degree of confidence increased somewhat across grade levels (Table B-3).

Educational Aspirations

Very few of the AVTS students planned to leave school before graduation, but graduation was the final educational step for half of them (Table B-4). On the other hand almost half did see themselves pursuing some additional education. The numbers in various educational categories were small and were somewhat evenly spread across all of the options, with the exceptions of post-high school vocational training, for which almost two-tenths expressed a desire, and a post-baccalaureate education, in which there was nominal interest.

Post-AVTS Educational Plans

A majority of students planned to take a full-time job in the first year after high school, with three-fifths of those positions requiring additional training (Table B-5). About one-fifth saw themselves taking some additional college work, full-time or part-time. It should be noted that most of the nursing students saw themselves taking college work the first year after completing their program.

Post-AVTS Mobility

The AVTS students were undecided until the twelfth grade as to the location of their activities during the first year after graduation (Table B-6). By that time, a majority of them thought they would be

located within commuting distance of their present home, although over a fourth still was not sure. In short, very few planned to leave the Capital Region to pursue their educational or occupational plans.

Reasons for Not Attending a Higher Educational Institution

As was the case with the high school students, it is important to know why students would not be attending college within a year after school (Table B-7). The most important reason was, "I want to get a job and start earning a living as soon as possible." Next most important was, "I have to start earning a living in order to support myself," and the third most important reason was, "It would cost more than my parents could afford."

Table B-7 also shows the rankings of the same reasons by high school students. The three most important reasons for not attending college within a year after graduation were the same for both high school and AVTS students--financial concerns. These data give crucial recognition to the importance of financial aid in helping recent secondary graduates to attain postsecondary education.

One might expect the response, "I probably could not use additional education on the job," to be an important one for AVTS students. However, it was ranked below financial constraints. Self-depricating attitudes such as "My grades are too low" and "I do not have the ability" ranked rather low, as well.

Postsecondary Educational Setting

Of the AVTS students who planned to attend a postsecondary institution, most would attend a post-high school vocational or technical school, and 30 percent would attend a community college or a 2-year extension full-time or part-time (Table B-8). These numbers have implications for joint programming at the postsecondary level for the Community College and the AVTS's.

Of those planning to attend some type of postsecondary institution, about one-third was almost sure that they would attend, while a little more than two-fifths was not sure (Table B-9). These data are consistent with the fact that, while the students saw some additional education in the future, they were not exactly sure what form it would take.

Of those students planning to attend school or college, H.A.C.C. (and Williamsport Area Community College) proved by far to have the greatest interest shown in them, which, again, has implications for planning joint programs between the Community College and AVTS's (Table B-10). Few students selected any other particular school, regardless of type of school.

Timing of Postsecondary Educational Activities

Of those students who planned postsecondary education, almost one-third saw themselves beginning their studies immediately after high school (Table B-11). Most simply were not sure, or they planned to work a year or longer before going back to school. These plans may be related to the financial concerns expressed in Table B-7.

Postsecondary Educational Program

As was the case with the high school students, the most important data collected by the survey were the students' identification of the educational program they would most like to complete after high school (Table B-12). Consistent with earlier choices of future occupation, the technologies were very important to most students. Auto mechanics had a relatively high degree of interest. This strong interest has special implications for joint planning between the College and the AVTS's.

High Schools and AVTS's Combined

Selected data which were highly relevant to postsecondary planning were combined in order to assess total demand for specific programs and other relevant factors. The individual cells of each table were added together; no factors were involved.

Future Occupation

The data continued to support the long-term interest in business and office occupations (Table C-1). Construction-related occupations showed a high degree of interest among many students, as did the health occupations. Of course with the latter, the probability of attaining the more-demanding professions is considerably less than the probability of attainment in other occupations, and this fact must be considered when reviewing the data.

The largest single desired occupation of those listed was secretary-stenographer, with accountants and high-level health professionals in second and third place, respectively. When reviewing this type of data, it is important to note, again, that there are trends through the three grade levels, and the twelfth grade data are probably the most relevant for future program planning. These data provide an indication about future plans, but the data on immediate educational programs are most useful and show more immediate and more pragmatic decisions.

Educational Aspirations

The vast majority of students anticipated some type of post-secondary education sometime during their lives (Table C-2). The number of students interested in postsecondary vocational and/or business training has implications for joint postsecondary program planning between the AVTS's and the Community College. These data also suggest a rather steady demand for postsecondary education from 1976 through 1979. In all probability this will continue for some time into the 1980's. However, one must keep in mind the decline in the number of high school graduates which has been projected for this region.

Post-High School Educational Plans

Students' plans for the first year after high school are critical in anticipating the demand for programs and enrollments in general at a postsecondary level. A majority of students graduating from high school who see themselves going to college, anticipate attending full-time rather than part-time (Table C-3). It is reasonable to assume that, at least for a few years, any fluctuation in the number of graduates will have a very strong direct relationship to the number of full-time college students.

Postsecondary Educational Setting

The largest group of students planned to attend a four-year college or university full-time to start their post-high school education (Table C-4). Approximately half that number planned to begin their postsecondary education by attending the Community College full-time. It is of interest to note the relatively large number of students who planned to start their college career part-time in a two-year college.

Then, too, the large number of students who planned to attend a post-high school vocational or commercial school after graduation has implications for the planning of joint postsecondary programs between the AVTS's and the Community College.

Timing of Postsecondary Educational Activities

About half of the students planned to begin their post-high school education immediately after high school (Table C-5). This phenomenon appears to be constant across the three classes. Two facts stand out: (1) one-fifth of those who planned to continue their education were not sure when they could do this, and (2) financial concerns were the primary reasons given by high school students and AVTS students for not being able to attend immediately after high school. These facts suggest there are phenomena to which postsecondary institutions may respond--they may help students to directly continue their education, either full-time or part-time, by making the courses and financial aid as available and as known to them as possible. In short, postsecondary institutions must do a better job of guiding students with valid information and financial aid.

Postsecondary Educational Program

The key planning information for postsecondary programs is the combined data on post-high school education program (Table C-6). There were certain programs which stood out as having exceptionally high demand. These included accounting; secretarial science; nursing, R.N.; the general areas of auto and diesel mechanics, social sciences, the natural sciences, fine arts, and education. Each of these, except Automotive-Diesel Mechanics, is offered at the Community College. The program in Automotive-Diesel Mechanics is a likely candidate for a joint programming effort between the Community College and the AVTS's.

A number of individual educational programs have a high degree of commonality and, when reviewed in this light, can provide strong support for a broad program. A good example of this is combining the area of auto service specialists--Auto Body Repair, Auto Mechanics and Diesel Mechanics. Another would be the combination of Food Services and Hotel-Motel Restaurant Management. It is this type of review of the data, with the expertise of professional staff from the AVTS's and the

College, that may lead to sound recommendations on new programs or options. In reviewing the programs that currently are not available at the postsecondary level, the two with the highest probability of success as a joint venture between the College and the AVTS's include Automotive-Diesel Mechanics; and Building Trades, with an emphasis on Carpentry.

ADULTS

Procedure

Population/Sample

This component of the study attempted to identify the educational needs of adults in the Tri-County area. The adult population was defined as those who were eighteen years or older and who were not high school students. After considerable review of the options, it was decided that the only reasonable population data base would be adult per capita tax rolls.

In gaining access to tax rolls through County Commissioners, it was important to identify an appropriate procedure to assure protection of the privacy of the individuals. The optimum time for obtaining the most up-to-date mailing list was determined to be August or September. It was important to take the sample when the data had the least amount of error. A sample of 500 individuals may lead to a relatively low sampling error; however, with a mail survey, a response rate in excess of 20 percent would be good. Assuring the validity of response data required a rather large sample across the region, including concentrated subsamples within the region for key locations.

Six subpopulations of the region were obtained from the per capita tax list, each having a sample of 500 adult residents. The locations included (1) the City of Harrisburg and (2) Derry Township in Dauphin County, and (3) the remainder of the County; (4) the Borough of Carlisle in Cumberland County, and (5) the remainder of that County; and (6) Perry County. With this type of sampling, anticipated differential response rates between subpopulations could be controlled. Then, too, more valid inferences about specific locations could be drawn which, within themselves, would have important implications. Figure 4 shows the subpopulations and the response rates per population.

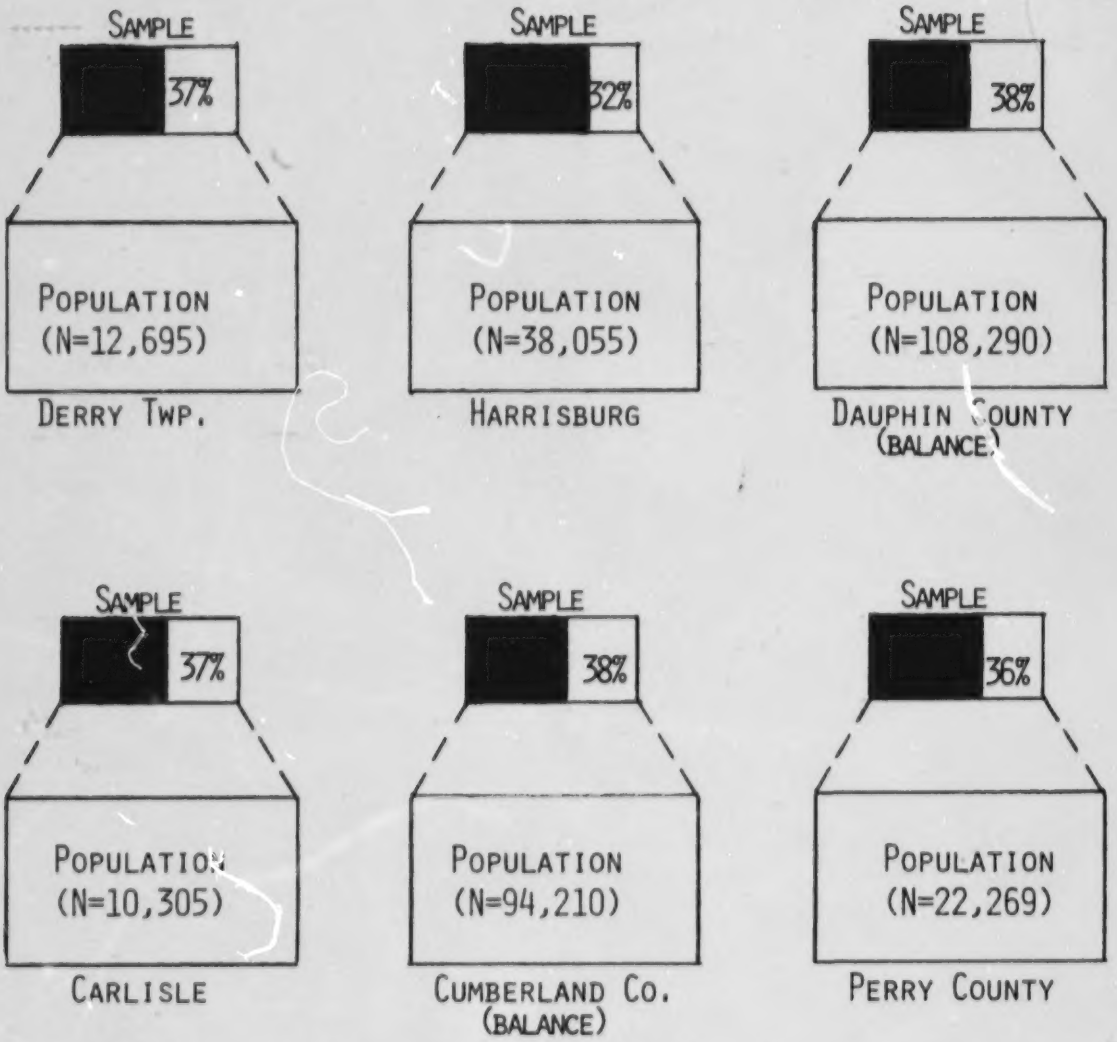

FIGURE 4. ADULT POPULATION, SAMPLE SIZE, AND PERCENT RESPONDING, BY LOCATION.

(NOTE: SAMPLE SIZE WAS 500 FOR EACH GROUP. SHADED AREA INDICATES PORTION OF NON-RESPONDENTS IN SAMPLE.)

Survey Instrument

Most of the questions on the survey instrument were culled from former studies developed by the Office of Research & Planning, especially the "Women's Educational Needs Assessment." A list of adult education classes currently being offered or anticipated at the Community College and the AVTS's was also included. The instrument was reviewed by staff of the AVTS in order that it would adequately reflect their concerns for planning adult courses. A copy is included in the Appendix of this Volume.

Limitations

As in the secondary school survey, there were factors which could introduce error into the sample and, thereby, affect the reliability and/or the validity of the inferences drawn from responses. Again, in each instance the data were interpreted as conservatively as possible so as to underestimate rather than overestimate the replies, especially the demand for programs.

One concern raised in discussions was that not all adults would be included on the adult per capita tax lists. It is recognized that a portion of the adult population was not included, but if an individual does not appear on the adult per capita tax list, he or she in all probability will not be able to attend postsecondary programs supported by tax monies. In addition, there may have been a slight overlap if some of the senior high school students were on the tax lists; however, this would have been infrequent in light of the procedures which were followed.

The major limitation is the possible response bias introduced by the extent of the non-respondents. It should be kept in mind that non-respondents were, in essence, considered respondents who had literally no interest at all in any program. The responses were scaled upward based on the size of the sample, rather than number of responses. To do otherwise would have introduced a gross overestimate.

Methods and Inferences

Each subsample was scaled up to the population for that group. The factors used for projections of data appear in Table D-1. Tables describing more than one subpopulation were a function of adding the projections (extrapolations) for each subpopulation. For example,

the data on West Shore were the result of the extrapolated data on Perry County; the Borough of Carlisle; and Cumberland County, minus Carlisle.

One must remember that, while the samples are large and the method of scaling quite conservative and reasonable, those cells which identify relatively few people showing an interest (i.e., 1,000 or less) are volatile. The best way to look at demand for a program is to consider the relative size of the projection, rather than the absolute size.

The samples are satisfactory for identifying the number of individuals who would have responded to the survey instrument in a similar way if, indeed, all adults had been surveyed instead of just sampled.

However, the predictive validity of the survey instrument itself could be questioned. This is to say if respondents in various subsamples showed an interest in Speed Reading, and this number is projected to 34,000 in the Tri-County area, 34,000 individuals would have indicated an interest in Speed Reading if all adults had responded to the survey. It does not show, exactly, how many of these people actually would have enrolled in a Speed Reading course if it were available. On the other hand, the fact that individuals took the time to complete the instrument and return it suggests considerable motivation and interest, i.e., high predictive validity.

With a 35 percent response rate, the data assume approximately 65 percent of the population had no interest at all. In all probability, some non-respondents actually do have some interests, but the conservative decision was to assume "no interest."

Analysis of Data

The tables which are referenced are contained in the Appendix. They contain a break-out of East and West Shore residents, in addition to Tri-County totals (see Map of Tri-County, page 3). This organization has implications for the probability of success of course offerings at different locations.

Adult Classes

Table D-2 shows that there is, indeed, considerable interest in adult classes throughout the Tri-County area. This wealth of data demands considerable study and should be reviewed with one factor in mind: There are many agencies offering adult classes, including high schools and social service groups, as well as municipalities. If an institution identifies a course it is capable of offering, it must also assess the extent to which that course is offered by other agencies, thereby recognizing the extent to which the demand may already have been met. In short, the data represent total demand, not net demand.

Each of the general groupings of adult classes has several courses in which a large number of individuals are interested. Those that stand out in excess of 20,000 include furniture refinishing/repairing; home repairs in general; interior decorating; reupholstering; photography; sewing; cake decorating; creative cooking; improving reading & memory; speed reading; flower arranging; indoor gardening/greenhouse; landscaping; building or buying a home; wills, trusts, & estate planning; slimnastics; tennis; parent effectiveness; open communication in marriage; auto mechanics; and woodworking.

College Credit Programs

Adults also were asked what college credit program they would like to take if they had the opportunity to go to school either full-time or part-time. These data were interpreted by staff and assigned codes identical to those used by high school students.

Business and commerce technologies dominated the response to this question (Table D-3). Business management showed far more interest than any other single item. Interest in programs in the social sciences also was quite strong, as was interest in accounting.

The career validity of certain options, especially if the total demand were met, has to be assessed when interpreting the data. For example, the extrapolation (projection) of 2,000 dental assistants may simply reflect people who would like to have some professional status and work in relatively clean, controlled surroundings. The data may not be taken literally, but must be tempered with the perceptions of professional staff before it can be used for program planning decisions.

Most of the high-demand programs already are offered at a local postsecondary institution. The one major exception is in the area of Automotive-Diesel Mechanics, which ties in with the high school data, and supports the probability of success of such a program.

When reviewing these data for program planning, it should be kept in mind that the data refer to an adult population, who in all probability would be enrolling for courses part-time and in the evening. This affects the interpretation of the data. For example, a relatively high number of individuals were interested in Drafting and Design Technology. An adult population will affect the probability of such a program in the evening.

Reasons for Not Continuing Education

The most important reason for not taking additional education was simply, "It costs more than I can afford" (Table D-4). An equally important factor was, "The time spent in my present job prevents me from taking additional courses." Family obligations ranked a close third as an obstacle to continuing education. The reader is encouraged to review Table D-4 to recognize the relative importance of other reasons. The College may respond to these items by offering financial aid and evening and weekend classes, as well as a child care service.

"I feel that I am too old to continue my education" received an especially high response when one considers that this reason would not be relevant to most of the adult population. Many survey instruments contained comments to the effect that the respondent felt too old to become involved in any other educational activities. Indeed, many individuals wrote this on their survey instrument and returned it without specific or other responses. This situation demands considerable review in light of the assumption that some educational activities could prove quite worthwhile and meaningful for many older people.

Current Educational Activities

An attempt was made to identify current educational activities of adults. The data show that the largest group of adults who would respond to this type of survey and who attended college were or planned to become H.A.C.C. students (Table D-5). The projected number of 3,915 is not far from the actual head count enrollment of adult H.A.C.C. credit students during 1976. In all probability, other colleges

were under-represented to some extent. Even though these data were projected conservatively, the response bias limits the inferences that can be made from the responses.

Individuals were also asked to identify the educational program they were taking or planned to take (Table D-6). Once again, social sciences and business management showed strong responses. Communications and education also showed a relatively strong response. These data have relevance for interpreting Table D-3, which dealt with the educational program respondents desired. The fact that many individuals are taking, or are about to take, certain programs limits the use of the earlier figures as the baseline data. Data in Table D-3 should be reduced by data in Table D-6 so as to arrive at a net demand, which may not be fulfilled at the present time. Note that the net demand is quite large in most cases.

Employment Status

Current employment status was requested on the survey. It must be kept in mind that the degree to which reported employment status of respondents agrees with relative proportions in the total population has bearing on the interpretation of the sample data. For example, the author compared the number reported in Table D-7 as being employed full-time to Department of Labor statistics at the time of the survey. The comparison showed that the number of persons shown on Table D-7 as being employed full-time is over-represented. This permits one to draw inferences about the rate of response by individuals of different characteristics. However, the under-representation or over-representation of individuals with certain characteristics does not necessarily negate the validity of the projections or extrapolations. More persons employed full-time may respond, but more of these individuals may show an interest in education and/or recognize a need for particular programs.

Age

The projected number in each age category in Table D-8 was compared to Department of Education data on age (Senier, 1975). The comparison showed that the age category, 18-19 year olds, was under-represented, as one might expect, in light of the fact that some 18-19 year olds were still in high school or were just leaving

high school. In either case, they would not appear on the adult per capita list. Also, some may have been attending college at another location and, therefore, did not complete the survey instrument. The 55-and-over population also was under-represented, which is consistent with the fact that many individuals (who did not give their exact age) returned blank surveys, commenting that age was an important factor in not continuing education. This under-representation does not undermine the validity of the inferences drawn from the extrapolations, as those who did not respond were considered as having literally no interest.

Preferred Class Schedules

The ability of adults to attend classes during specific time periods is crucial data for planning programs. In response to questions concerning specific time periods, adults were asked to simply put an "X" in a cell which corresponded to a favorable time period on a given day.

As one would expect, the adult population showed relatively high interest in evening programs (Table D-9). There were several highlights: relatively few people were interested in taking courses over the lunch hour, and relatively few were interested in taking courses in the early morning (7-8 a.m.) or late afternoon (3-5 p.m.) Of the day-time options, the late morning (10 a.m.-12:00 noon) had the greatest appeal to adults. The College had been considering the merits of offering late afternoon classes for some time, and these data generally discourage late afternoon classes (3-5 p.m.) There was considerable interest in early evening classes from 5-7 p.m., but, by far, the greatest interest was in the 7-10 p.m. slot, where the interest was consistent and strong.

These comments have referred to weekdays and Friday evenings (when the College has not been offering classes). The data on weekends indicated that there is a strong interest in evening classes, especially later on Friday nights. There may be a group of people who find it difficult to attend class on weekday evenings because of family obligations and/or working the next day. Friday night may be an optimum time for them to attend. A relatively high degree of interest was shown in Saturdays, especially mid-morning, late morning and

early afternoon. Finally there was some interest in Saturday evening and Sunday afternoon. However, the limited availability of staff and support services makes the immediate use of this time less than likely.

The data support the probability of success of a "Weekend College" that would involve primarily Friday evenings, Saturday mornings, and Saturday afternoons. Saturday evening and Sunday afternoon are also possibilities but have a lower probability of success. A Weekend College could be started on an experimental, trial basis in order to discover how time, location, and program intermix to bring about the level of activity which would justify continuing the service.

Location for Classes

The appeal of locations is crucial to program planning. The data were surprising to some extent, in that relatively few respondents checked their place of employment as a preferred location (Table D-10). The College should seriously review using places of employment as program locations, except on an individual basis with careful review.

The most interest was shown for public school buildings. Many individuals named the specific public school building which they preferred. The College campus was a close second as far as preference for location, and the AVTS's also received strong support. Meeting halls, apartment complexes and other options were distant rankings. These are not excluded, just as place of employment is not excluded. But these types of locations must be carefully reviewed, on an individual basis, before classes are scheduled there.

These data are important for program planning by the Community College and the AVTS's. They support the probability of success of joint programming, in light of the acceptability of both types of locations, i.e. College and AVTS. The data also recognize the need for the College to work not just with the AVTS's but also the public high schools, so that residents may benefit from the correct selection of sites for educational activities.

Preferred Course Format

There has been a continuing question as to the best way to organize and present various types of courses. Adults were asked to check the format they preferred for three different varieties of standard, semester-length courses (Table D-11). It is obvious that many individuals preferred class once a week for two and one-half hours. Quite a few individuals preferred to attend classes twice a week for a shorter period of time, and even the one-hour class option three times a week seems viable. The time preference may vary with the type of course, and experimentation could be done with these responses.

Concentrated courses which last three or five weeks were also suggested. There was considerable interest in a three-hour class five times a week for five weeks. This type of concentrated semester is used by some institutions in summer sessions or special sessions between major semesters.

Finally, short courses which would amount to approximately fifteen hours of class time were suggested. The option of a one-hour class, three times a week for five weeks, drew the greatest response. There also was a strong response to the option of a one-hour class once a week for fifteen weeks. Each of these options should be reviewed and studied in relation to specific programs and locations, both of which may offer constraints as far as the optimal timing sequence is concerned.

Completed and Desired Education

A survey question attempted to determine the amount of education completed and desired by the respondents. The vast majority of respondents had completed high school, and over half of them had gone on for additional training (Table D-12). The data showed that many individuals desired much more education than they currently had, which, in most cases meant, a two-year degree program. Many left this question blank, which may reflect either uncertainty as to how they would continue their education or no need to complete any additional training.

Desired New Occupation

The questionnaire asked individuals to identify the occupation they would like to enter if they wanted to change occupations and had adequate training. This question reflects a wish more than a reality, unlike the question on specific educational programs. The occupations which stand out included teaching; nursing (R.N.); retail or wholesale business; accounting; legal services-judge or lawyer; and positions in family, community, and health services (Table D-13). It must be noted that many individuals did not suggest a new occupation. This may be interpreted to mean individuals were uncertain about changing their occupation, simply desired upgrading in their current profession, and/or were satisfied in their current occupation.

Child Care Services

Many assumptions have been made about the importance of child care services and their impact on the accessibility of educational programs. Adults were asked whether locating child care services at an educational institution would greatly increase their changes of attendance. It would make a difference to some 16,000 adults in the region (Table D-14). Because these data show that the availability of services has importance for a great number of people, one must assess the predictive validity of this question.

If 1 out of 16 of these individuals followed through and selected a course because of the availability of child care services, and each of these individuals took a 3-credit course, the student credit hours generated would amount to approximately 250 full-time equated students--a definite impact on the enrollments in any one location.

Television and Custom-Made Courses

The last two questions attempted to assess the importance of two types of "innovations" yet to be fully developed in this region. First, adults were asked about their interest in television courses repeated two or three times a week at different times. The response of "very interested" was quite sizeable, and one would assume this would have a relatively high predictive validity (Table D-15).

The reality, however, is that the TV programming which the College has attempted to date has not resulted in a large measure of success.

Lastly, adults were asked about their interest in independent, custom-made courses, which, essentially, would be educational contracts with instructors. Again, a large number of individuals were very interested in that type of course work (Table D-16). However, as was the case with television, independent study has not realized a great deal of activity at the College.

The data on television and custom-made courses do show that there may be potential in such causes, but a considerable amount of thought and study would have to go into developing them as viable options.

EMPLOYERS

Procedure

The procedure used to survey employers was different than that which was used for students and adults, in that a random sample of employers was not taken. The survey results may not be considered representative of all employers in the region. The survey was more an exploratory activity to identify possible leads for further study and follow-up.

In light of the experiences of the author in conducting the Chamber of Commerce Community Wide Survey (Selgas & Shaffer, 1973) and his experiences with the Board of Directors of that organization, it was recognized in advance that employers in the region generally are not willing to share explicit data on employees. That fact, in addition to the general unpredicability of the business climate, made it difficult to gather data that could be used to make accurate predictions.

Another problem in attempting to get a representative sample of employers was that no continuous listing existed of all employers in the region, not even for several significant subpopulations such as retailers.

Population

Five distinct subgroups of employers were identified, and non-representative samples of those employers were taken. Employers with 50 or more employees in the Tri-County area were included in the survey group.

One group included businesses and industries identified in the 1975 Industrial Directory of the Commonwealth of Pennsylvania, 23rd Edition (Pa. Dept. of Commerce, 1975). It should be noted that this listing did not include retailers. It was not possible to obtain a comprehensive list of retailers in the region, neither through the trade associations, the Chamber of Commerce, nor through State publications.

A second group included in the employer study was the largest employers in the region. This listing was obtained from the publication of the Harrisburg Patriot-News, Central Pennsylvania: A Profile of the Keystone Market (1976). This group was a mixture of several types of businesses which overlapped with other categories.

A third group to be surveyed were the heads of local government in the Tri-County region. These included the Chairmen of the County Commissioners in each of the three counties as well as the heads of local municipalities (boroughs and townships). A number of borough/township surveys was returned with a notation that the municipalities had no staff.

A survey instrument was sent to each of the key persons in the State Government who were in charge of hiring new employees and training current ones. This included the Director of Personnel and Training Office of the Civil Service Commission and the Secretary of Personnel in the Governor's Office.

Finally, selected health service agencies were surveyed in an effort to collect data on the health professions.

Once again, it should be noted that those who received surveys were, by no means, a representative sample, except in the area of government where the entire population of the government heads was surveyed.

Survey Instrument

The survey instrument was short and similar to those used in earlier H.A.C.C. studies, especially The Employment of Career Graduates (Snyder, Selgas, & Blocker, 1971). Input was also taken from The Annual Area Outlook in Manpower Survey (Bucks County Community College, 1974), Occupational Needs Survey for the Okaloosa-Walton Junior College District, (Durham, 1972), and Health Occupations Survey: Moraine Valley Community College (Willet, 1972). The survey instrument is contained in the Appendix of this Volume. The employers received a list of educational programs similar to the one used for the secondary school students. The list was to assist them in identifying the educational programs they might find useful.

Limitation

The major limitation is the fact that the samples are not random nor are they representative of all employers in the region. An additional limitation is the response bias. The data are useful when they are looked upon as an exploratory tool, suggesting areas where more definitive follow-up could be attempted.

Methods and Inferences

In light of the limitations, no scaling techniques were used in this segment. Raw frequency data are used throughout, so as not to suggest to the reader that greater implications exist. Tables containing these data are included in the Appendix. Pluses and minuses on some tables were used to reflect an employer response of simply a plus or minus when he or she did not know the actual number in a given category. Only limited inferences may be drawn.

Analysis of Data

Table E-1 contains the list of organizations that responded to the survey. The response rate, overall, was 44 percent, which was higher than anticipated. In general, slightly less than half of the groups responded with the exception of some very small groups, where the response rate cannot be a real consideration. For some tables where only one or two employers responded, the data are shown only for the total group.

There appeared to be no major systematic differences between response rates from employers located on the West or East Shore. The data were organized in this manner to ascertain if there were any implications for the location of programs throughout the region. It may be noted here that two major Federal employers--the New Cumberland Army Depot and the Mechanicsburg Ships Parts Control Center--were not included because they already offered courses in conjunction with the College.

Current Employment/Training Needs

An important initial question was whether employers' current employment or training needs were being satisfied. Two out of three employers who responded indicated these needs were being met (Table E-2). Only eighteen of the respondents, which is less than nine percent of the total group surveyed, stated that their employment and training needs were not being satisfied. This type of response does not justify increased emphasis on developing many new programs. The reader may refer back to Tables C-6 and D-3 reflecting the interests of adults and secondary school students. One recognizes that most of the educational programs which involve formalized training are already being offered where there is a considerable demand. To some extent, it may be assumed that needs of individual students and adult residents may at least overlap the needs of employers. The schools and colleges of the area, along with employers' own programs, appear to be meeting local demands of trained labor.

Training Current Employees

The area of greatest demand for training current employees was business and commerce technologies, which also reflected the interest of many students and adult residents (Table E-3). The other job areas are distant seconds.

As this region includes a State Capital as the largest single employer and because many firms of a white collar nature are located in the area, the relative high demand in the business and commerce technologies is not surprising.

The reader is reminded again that this is not a representative sample of all businesses. For example, relatively little demand was identified in the area of automotive-diesel mechanics. This result is not surprising because trucking firms, automobile dealerships, and service stations were not surveyed. The data are exploratory and, simply, indicate the need for further assessment.

Training New Employees

In reference to hiring new employees, there was an expressed interest for employees with skills in the area of business and commerce technologies (Table E-4). Health services also showed a relatively strong demand for newly-trained employees. Overall, however, the data do not demonstrate a high demand for new employees, at least not in areas where the employers can anticipate specific training needs.

Importance of Types of Training

Employers were asked to rate the importance of a number of options for training employees. By far, the employers identified on-the-job training planned by the employer as most important (Table E-5). On-the-job training planned by the employer in conjunction with local educational institutions had some importance, as did the possibility of employees taking additional specialty courses at area educational institutions. Relatively little importance was placed on enrollment in additional general education courses at area educational institutions.

Employer Support for Continuing Education

An attempt was made to identify the incentives offered by employers to promote continued training and education. Almost two out of three recognized some type of tuition assistance, either in part or total, while approximately half provided some type of organized in-service training for specific areas of employee development (Table E-6). The other three options were made available by nearly one out of three employers. These included released time to attend an educational institution, released time to train on the job, and/or additional pay or promotion based on

educational achievements. Only five employers stated they had no incentives for employees to further their education or training.

Changes in Work Force

Employers were asked to anticipate changes in work force in the next three years. Slightly over one in four saw some type of expansion, while more than half of the employers who responded saw no change (Table E-7). Relatively few anticipated cutbacks; several did not commit themselves.

Going into more detail, the employers were asked to identify the areas in which they foresaw gains or cutbacks. In general, the net gains in employment were relatively few regardless of area of training (Table E-8). Some of this is the result of gains being offset by cutbacks, but, in general, it may be said that the employers that responded saw little change in the work force over the next three years.

Summary

As was anticipated, the data from employers were relatively sparse and can, by no means, be considered conclusive of employment trends within the Capital Region. These data should be tempered with the Pennsylvania Occupational Projections (Pa. Dept. of Labor & Industry, 1976) for Dauphin, Cumberland and Perry Counties.

It should be noted that several specific comments of employers were useful and were or will be followed up by the College. Further study of the needs of employers will have to be specifically defined and intensively pursued if more specific data are to be acquired.

These comments are not meant to dismiss the data. Educational institutions cannot automatically assume there is a tremendous demand for particular programs. The institution must arrive at an understanding of the needs of individuals and employers and estimate the extent to which an area may be oversupplied with individuals of a particular skill. A college does not make the decision to exclude individuals from a career. It may legitimately oversupply an occupation, to some extent, as long as students recognize the tight job market and are willing to take their chances in trying to enter it.

There are a number of factors which must be considered simultaneously: demand of individuals for the program, cost of that program in light of the number of students demanding it, and the needs of the local area. For example, even though the cost of a nursing program is extremely high, the institution recognizes crucial needs of the community and provides trained nurses. Fortunately, the interest in this area is also quite high. On the other hand, if a program is exceptionally expensive and the community need is not critical, the cost of offering the program must be brought to the point of being tolerable if it is to be offered. This may be achieved by joint program planning by several institutions, even across the different levels of education.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Secondary Schools

The sampling procedures which were used were adequate for drawing valid inferences from the data, especially when the data are aggregated across the Capital Region. Many of the smaller breakouts of data are still adequate for drawing reasonably firm inferences.

The secondary school students generally showed a healthy aspiration toward an occupation beyond their immediate reach. This was evident in the differences between the occupations the students would most like to enter and the educational program they intended to enter immediately after high school. Then, too, the "cooling out" process was evident from tenth to twelfth grades as the numbers of students desiring more difficult occupations such as doctor and dentist decreased during the high school years.

Throughout the data, there were distinct differences in responses of the AVTS students and the high school students. This phenomenon was observed at the desired occupation level, where, as one would expect, the AVTS students anticipated more immediate practical occupations

than did the high school students. These differences have not been emphasized in this report. However, they have implications for interpreting overall demand and are worthy of review.

In secondary schools, overall, the interest in business and office occupations was quite strong, as was interest in the construction and health occupations. The main insight which may be drawn from these desired occupations is that there is considerable need for postsecondary education if these students are to realize their goals.

The initial question on occupation encouraged the student to think long-range. Subsequent questions caused the student to analyze to some degree what he or she really wanted and what path would be taken to arrive at that goal.

The response to the question on the amount of education these students planned to obtain during their life showed that the large majority anticipated some type of postsecondary education. There was considerable interest at the one-year and two-year degree level, and it may be assumed that a portion of the bachelor's degree level would be the result of transfer from a two-year program. The Community College already is meeting the extrapolated demand for postsecondary education of about 1,000 students who enter immediately after graduating from secondary schools in the Capital Region. However, students electing the other one-year and two-year options for training, along with a portion of those desiring the baccalaureate degree, are potential students for the Community College and/or the area vocational technical schools in joint postsecondary programs.

The large majority of students planned to attend college immediately after high school, and most of these would be attending college full-time with a part-time job. The Community College will continue to receive the bulk of its full-time students directly out of high school. But the high school population is decreasing, and this fact has long-range implications for planning across a number of criteria.

A large majority of the students planned to remain within commuting distance of their present home during the first year after high school. This was especially true of the graduates of the area vocational-technical schools. While there was a small portion of the students who did not know where they would be located, plans of most to stay

in the Capital Region permit firmer inferences to be made about the demand for postsecondary educational programs. That demand is supported by data from a number of questions in this study.

A question was included in the survey in order to identify reasons why students did not plan to attend college within a year after high school graduation. Those acknowledged individuals who supported inclusion of this question in the survey instrument did not fully realize how important the results might be. Overall, financial concerns were, by far, the most important reason why students did not plan to attend school. This is one of the important results of this study.

Financial concerns remained critical, regardless of how the data were aggregated into different groups. This consistent concern has substantial implications, not simply for the local institutions, but, indeed, for state government, if it is to meet its responsibility to provide for the education of its citizens.

The fact that certain reasons for not continuing education were not strong is important. For example, peer group pressure appeared not to be a reason for students not seeking postsecondary education. Few students acknowledged that parents or guardians did not want them to continue their education. Relatively few felt that they did not have the ability.

The number of practical responses such as additional education not being of help on the job or not helping with the students' interests were moderate and were not unreasonable. There were, however, a fair number of students who felt that their grades were too low. This response has implications for the College's developmental program and for informing potential students of the opportunity provided for them to overcome their deficiencies.

The students were asked what type of school they planned to attend first after leaving high school. The largest single group intended to go to a four-year college or university, full-time. However, a larger group planned to attend a post-high school vocational or commercial program, or a community college two-year university extension. It should be noted that the AVTS graduates generally planned to attend a post-high school vocational or technical school, as one might expect. This concentration has implications for planning joint programs between the AVTS and the College at a postsecondary level.

The students also were asked to identify the school they would like to attend. The results demand considerable review. More students intended to enroll in the Community College than in any other institution or, indeed, any other single segment of higher educational institutions, including the State Colleges, State-Related universities, private two-year colleges, private four-year colleges, or the proprietary schools. These figures document the impact the Community College has had on higher education in the Capital Region. One can only wonder how many of these students (who plan to attend or currently are attending the Community College) would be attending college at all had this institution not been created. It also is important to note that 69 of the 12th grade students intended to apply to Williamsport Area Community College for vocational-technical programs that H.A.C.C. did not offer. This number, which was in reality an underestimate, has implications for joint planning of postsecondary programs between the area vocational-technical schools and the Community College.

Of those planning to pursue additional education, 60 percent planned to enroll immediately after high school. This question was consistent with earlier questions which encouraged the students to think about the path they would take to realize their future occupational goals.

It is interesting to note how few students seek military service as a career, and how this number declines between tenth and twelfth grades. Again, these data support how recent high school graduates comprise most of the full-time enrollments of area postsecondary institutions, and how each institution must plan to accommodate a declining number of graduates.

By far, the most important information received of secondary school students was the post-high school educational program they would like to enter. These data must be reviewed thoroughly. The strongest demand was in the area of business and commerce technologies. However, the mechanical and engineering technologies also demonstrated considerable demand. In addition, one should not lose sight of the traditional college majors. Aggregated as a group, they still demonstrate a rather substantial demand.

An important point should be made here: almost all of the programs which show reasonable demand already exist in an institution of the Capital Region--most in the Community College. This fact is as important as identifying a few programs which might be offered in the future.

The programs which are not currently being offered at the postsecondary level, and which justify careful review and an assessment as to whether they may be offered either by a single institution or through joint efforts, include automotive-diesel mechanics, cosmetology, carpentry, forest technology, and child care/pre-elementary education. Of these programs, the one with the most potential, by far, is automotive-diesel mechanics presented in a broad program to accommodate options such as auto service specialists and auto body repair. Depending upon the success of these programs, additional programs might be identified for further development.

It should also be noted that, while there is a demand by students for some of these programs, there is almost no demand in the job market (Penna. Dept. of Labor & Industry, 1976). Forest technology stands out in this category; this program currently is available at Williamsport Area Community College. It would be more feasible for H.A.C.C. to continue to sponsor students at Williamsport for this program rather than try to offer it locally.

One aspect of these data is equally important to the identification of new programs. This is the demand for programs which currently are being offered. Some programs which currently are offered certainly are not meeting the projected demands. This has implications for better communication with secondary school students as to what is available to them at local educational institutions. It may also have implications for adjusting programs to meet the students' interests.

There are some programs which will continue to have low demand. The College must determine whether these programs will continue to be offered and/or whether they should be presented in a different format to enable them to be more cost-efficient.

Adults

The sampling procedures and the responses from the adult population were quite adequate to make the relatively conservative projections which are presented in this study. While the projected demand may appear large to some, it is quite reasonable in terms of the sampling procedures.

It must be emphasized continually that this is a projection of gross demand, and institutions using this information for planning purposes must recognize that there are many other agencies that already may be providing some of these educational programs.

There is considerable interest throughout the Tri-County area for a great number of adult programs. Specific programs have been itemized in the text and need not be repeated here. Persons using these data should review them in terms of relative size of demand, and, then, determine how the projected demand holds up as attempts are made to capitalize upon this information.

The author reasonably deduces that the projected demand far exceeds the number of individuals who are having their interests realized, even though there are several agencies working in this area. The planner also should recognize that the adult demand is a more fixed demand, as opposed to continuous demand of students graduating from high school seeking to enter an occupation. In short, the gross demand projected here might be reduced considerably over a five-to-ten year period if aggressive programs to meet these needs are put forth.

There is considerable interest in credit educational programs by Tri-County adults. By far, the strongest interest is in the business and commerce technologies, especially business management and accounting. There also is considerable interest in the social sciences. One may assume that a large portion of this demand currently is not being met, not only by the Community College, but by any institution in the area.

Both adults and secondary school students felt they could not take additional courses for the same reason: "Financial concerns." Other important reasons for adults included: employment not allowing the time, family obligations, and advanced age. These reasons, and the others which have been ascertained, are ones to which educational institutions and, indeed, the State government can respond, at least to some extent.

The data on the schools in which Tri-County adults were enrolled or planned to be enrolled in 1976 show a reasonable match to the number of adults that actually were enrolled at the Community College. The data may underestimate, slightly, those who are enrolled at other institutions. The majors identified by these adults only partially meet the demand for programs desired. In short, the demand for postsecondary educational programs is not being met.

The scheduling of classes is crucial for the additional education of adults. The pattern that developed in response to preferred time and day included late morning, early afternoon, early evening and late evening, Monday through Thursday. The data suggest that many more adults might be accommodated by the schedule of classes currently being offered by the Community College and most other institutions.

One of the most interesting results of the study is that Friday evening is a surprisingly attractive time for a number of individuals to continue their education. While Friday evening is not as attractive as other evenings, the potential number of individuals who would attend at this time suggests experimentation with Friday evening courses. In addition, Saturday morning, Saturday early afternoon, and Sunday afternoon are other options for experimentation. These data may be summarized as supporting the expanded evening offerings during weekdays and a "Weekend College," including Friday evening, Saturday morning and Saturday afternoon.

The location of classes is also crucial to the accessibility of programs to adults. Public school buildings were the most desired location. The H.A.C.C. campus was a close second, and the area vocational-technical schools were still a desirable location for a great number of people. One factor affecting the results to this question is that some individuals may not be familiar with the suggested locations. It was interesting to note the rather low interest in taking courses at the place of employment or at any of the other options.

Of the various formats for offering a course, respondents showed the strongest support for once-a-week classes when they were taking a semester length course, i.e. fifteen-week classes. There

was some support for classes held two times a week and less support for classes meeting three times a week for the semester. Concentrated courses showed a surprising degree of interest. This was especially true of three-hour classes which would meet five times a week for five weeks. This type of concentrated program often is available in summer schools and in some special semesters such as between regular Fall and Spring semesters. This option could be developed further. Finally, short courses received some interest. This was especially true if the classes met for one hour, three times a week for five weeks, or one hour, once a week for fifteen weeks. This arrangement would accommodate either an adult non-credit class or a one-credit college level class.

The data on the amount of education desired by Tri-County adults suggest that there is a reasonably large number of persons who are interested in postsecondary education at the one-year certificate and/or two-year degree level. These data support the inference that there is considerable unmet demand in the Capital Region.

In increasing the accessibility of the Community College to adults, it was assumed that child care services would be crucial for a large number of individuals. The data suggest that there are some 16,000 individuals in the community who would find it easier to attend classes if child care services were available. This number is sufficiently large to investigate further development of child care services in relationship not only to the campus but also to other locations in the region.

Innovations such as television courses and contracted courses brought a very substantial positive response, which certainly merits further investigation. These innovations have not been touted due to the fact that limited efforts with these innovations by the College have not been productive. The interest is there; it is up to the educational institutions to find a way to successfully implement the innovations.

When viewed as a whole, the data give strong support for inferring that there is an unmet demand for postsecondary education, both credit and non-credit, in the Capital Region. It also may be inferred that there are actions which may be taken to correct this unmet demand.

Employers

The data on employers are recognized as having limited value due to the sampling procedures. This component of the study shows that close, personal follow-up is needed to pursue additional employer information, and this probably should be done on an occupation-by-occupation basis. The data also show that, in general, exceptional growth cannot be expected in any one occupation or area of employment over the next few years. It is also important to recognize that the data did not document any large unmet need for a trained labor force, at least not for the employers who responded to the survey. The only exception was in the expressed need for employees with accomplished skills in the business and commerce technologies.

Recommendations

The text of this report and the conclusions have elaborated on data from the different frames of reference. The recommendations which follow are brief and to the point.

1. The College must improve the communication of its programs and services in detail.
   a. Residents of the Capital Region, especially adults, may not be well-informed about the availability of courses and programs. The College should take a more active role in informing the community about these programs and services. This should include contacting households directly, rather than relying on other forms of communication which currently are being used and which, apparently, are not having an impact.
   b. The College should inform the public about the low costs of its courses and its programs. In addition, the availability of financial aids also should be well-publicized for those individuals for whom the low costs of the Community College are still prohibitive.
   c. The College should communicate the support services which are available, including such things as the availability of bus transportation, vocational testing, and career placement services.

2. The College should take definite steps to follow through on the information which is available for planning programs. Such action includes moving ahead with joint programming efforts with area vocational-technical schools to pursue those programs which have the highest probability of success. The Automotive-Diesel Mechanics program is the priority program to be considered. A second program in the Building Trades with an emphasis on Carpentry also has sufficiently high interest to justify development. Both of these occupations have consistently high job openings as projected over the next ten years (Penna. Department of Labor & Industry, 1976).

   The data support the expansion of some existing program offerings at the College. The data also document continued low demand in certain curricula. The continued low demand should be recognized in decisions to modify or "mothball" a curriculum.

3. The College should attempt to expand its evening program in response to the documented demand. In addition, the College should initiate the development of a "Weekend College" to include an emphasis on Friday evening and Saturday classes.

4. The College should continue to develop its relationship with the Capital Area Intermediate Unit and the school districts as well as the area vocational-technical schools. The interest of area residents in attending classes at the public schools and the AVTS's demands joint planning of credit and non-credit classes.

5. Child care services are in sufficient demand to be developed even more than they have been to date. It is recognized that there are many problems inherent in offering this type of service. However, there is no question that it would help to increase accessibility of college classes for a great number of adults.

6. The general public shows a strong interest in relative innovations such as television programming and contracted courses. The College should investigate the development and implementation of these types of alternatives to classroom instruction, while recognizing previous experiences with them and the degree of difficulty in carrying them out successfully.
7. The information produced by the Community Educational Needs Assessment is the basis for key decisions which should improve educational services in the Capital Region. This study was a major research project which developed the model and procedures to carry out the study and to act on the actual information it produced.

The CENA should be replicated, possibly every five years. Now that the models and procedures exist, a replication should be feasible with the use of fewer resources.

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APPENDICES

Presentation of the Data

The data contained in Appendices A through D (students and adults) are projected numbers which have been extrapolated from sample data. Appendix E (Employers) contains actual response data.

The first table in each Appendix, A to C, displays the factors which were used to scale the sample statistics to estimated population parameters. The reader must remember that there is a sampling error associated with this technique. However, due to the size of the samples at each grade level, the sampling error is relatively small. In addition, whenever a judgment was necessary in order to assess the data, the conservative option was exercised so as to underestimate rather than overestimate the projections.

The scaling techniques for adult data included the entire sample, not just the respondents. This is important because there was a large number of non-respondents. The technique assumed that non-respondents had no interest in any program.

The size of the adult samples on the East and West Shore is sufficiently large to provide reliable data. The data for the Tri-County are the sum of six subgroups which were sampled. The sample size was constant across the six groups, although the population of the groups varied considerably. The degree of sampling error relates to the size of the sample, rather than to the population of the subgroup.

The data from employers are frequency data (no scaling techniques were used). It also must be emphasized that the responses in no way reflect the entire population of employers in the region.

Finally, the reader must remember that there is a question of predictive validity. In short, a survey response cannot predict exactly what a person will do. In light of the fact that the individual took the time to complete the survey instrument and return it, the predictive validity should be relatively high. However, this remains a source of error which must be recognized in using the data to make decisions about programming courses and curricula.

APPENDIX A

TRI-COUNTY HIGH SCHOOLS

TABLE A-1
FACTORS USED FOR PROJECTIONS OF
TRI-COUNTY HIGH SCHOOL STUDENT DATA

	# in Sample	Actual Enrollment (1975-76)	Factor
EAST SHORE			
Dauphin County			
10th grade	240	3,718	15.50
11th grade	242	3,578	14.79
12th grade	239	3,289	13.77
Total	721	10,585	14.68
WEST SHORE			
Cumberland County			
10th grade	253	3,896	15.41
11th grade	249	3,730	14.99
12th grade	255	3,506	13.76
Total	757	11,132	14.70
Perry County			
10th grade	38	594	15.65
11th grade	40	573	14.33
12th grade	35	466	13.32
Total	113	1,633	14.47
TRI-COUNTY			
10th grade	531	8,208	15.48
11th grade	531	7,881	14.86
12th grade	529	7,261	13.74
Total	1,591	23,350	14.68

TABLE A-2
HIGH SCHOOL PROGRAM ENROLLMENT
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	Projected Number		
	College Prep	Non-College Prep	(Blank)
10th	4,892	2,817	0
11th	5,113	2,615	59
12th	4,617	2,185	14
Total	14,621	7,590	73

TABLE A-3
ENROLLMENT IN BUSINESS, COMMERCIAL, VOCATIONAL-TECHNICAL
INDUSTRIAL ARTS, HOME ECONOMICS, OR AGRICULTURE PROGRAMS
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	Projected Number	
	# enrolled	(Blank)
10th	3,158	46
11th	3,492	0
12th	2,817	41
Total	9,454	88

TABLE A-4
CURRENT EDUCATIONAL PROGRAM
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# enrolled (Projected) 10th	11th	12th	Total
Business & Commerce Technologies				
Accounting	93	342	289	734
Banking and Finance	31	15	0	44
Bookkeeping	77	149	82	308
Business Administration	62	30	55	147
Business Education	1,022	981	605	2,584
Business Machine Maintenance	15	0	55	73
Business Management	46	59	27	132
Commercial Art	15	0	55	147
Communication Media	0	15	14	29
Cosmetology	15	0	14	29
Data Processing	0	59	27	88
Distributive Education	15	104	96	220
Food Services	15	89	69	176
Graphic Arts & Printing	62	59	55	176
Insurance (CLU)	0	15	0	15
Keypunch Operator	0	30	0	29
Photography	46	0	14	59
Real Estate	0	30	0	29
Retailing	15	59	0	73
Secretarial Science	232	267	316	822
Textile and Apparel Arts	31	15	41	88
Theatre Arts	0	0	14	15
Total	1,792	2,318	1,828	6,017
Health Services & Paramedical Tech				
Health Assistant	0	0	14	15
Medical Secretary	15	15	14	44
Nursing, Practical	0	0	14	15
Nursing, R.N.	31	0	0	29
Occupational Therapy	0	0	14	15
Physical Therapist	0	30	0	29
Total	46	45	56	161
Mechanical & Engineering Technologies				
Air Conditioning and Heating	15	0	0	15
Architectural Building Technology	0	15	14	29
Auto Service Specialist	15	0	0	15
Auto Mechanics	15	15	14	44
Building Construction & Maintenance	31	0	41	73
Carpentry	387	208	137	719

TABLE A-4 (Cont.)
CURRENT EDUCATIONAL PROGRAM
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# enrolled (projected)			
	10th	11th	12th	Total
Mechanical & Engineering Tech (cont.)				
Chemical Technology	0	0	14	15
Drafting & Design Technology	62	59	55	176
Electricity, Industrial (Construction)	31	15	55	103
Electro-Mechanical Engineering Tech	15	0	0	15
Electronic Repair & Maintenance	62	30	0	88
Electronics Technology	0	15	14	29
Machine Shop	46	89	55	191
Masonry	0	15	0	15
Mechanical Technology	15	0	14	29
Metals Technology	31	0	27	59
Welding/Sheet Metal Work	31	45	55	132
Total	756	506	495	1,747
Natural Science Technologies				
Agriculture	232	134	124	484
Biological Technology	0	0	14	15
Horticulture & Landscaping	0	0	14	15
Total	232	134	152	514
Public Service & Related Technologies				
Police Science (Law Enforcement)	15	15	27	59
Total	15	15	27	59
Traditional College Majors				
Fine Arts: Art, Music, Theatre, etc.	0	15	0	15
Business Administration	0	0	14	15
Total	0	15	14	30
Others				
Home Economics	201	238	179	617
Industrial Arts	108	74	110	294
Vocational-Technical	0	15	27	44
Total	309	327	316	955
Program Not Listed and Blanks	4,551	4,354	3,929	12,816

TABLE A-5

DESIRED OCCUPATION REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Agri-Business & Natural Resources				
Farmers and farm managers	155	119	82	352
Land & water management	402	267	192	851
Petroleum & related products positions	0	15	0	15
Mining and quarrying	0	0	14	15
Total	557	401	288	1,233
Business & Office Occupations				
Accountants	372	357	261	984
Office supervision	139	15	96	250
Bookkeeper	62	59	55	176
Secretary-stenographer	635	698	440	1,762
Clerical	93	149	261	514
Cashier	77	74	27	176
Office machine operator	0	15	14	29
Systems analyst	0	15	96	117
Computer programmer or operator	46	149	192	396
Keypuncher	15	59	14	88
Maintenance	15	15	0	29
Total	1,469	1,620	1,456	4,521
Communications and Media				
Graphic Arts	93	74	55	220
Newspaper/printing positions	62	74	137	279
Commercial art	31	208	124	367
Photographer or lithographer	77	74	41	191
Recordings positions	31	0	27	59
Radio positions	93	30	41	161
Television positions	0	59	41	103
Total	387	519	466	1,380
Construction				
Architects, drafting & blueprinting	124	74	82	279
Engineers	201	223	137	558
Carpenter	387	208	220	807
Painter	31	30	14	73
Plumber	31	30	14	73
Electrician	201	89	69	352
Roofer	15	15	0	29
Metal worker	0	15	14	29
Welder	31	15	14	59
Masonry	62	30	27	117

TABLE A-5 (Cont.)
DESIRED OCCUPATION REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Construction (cont.)				
Equipment operators	108	45	27	176
Interior design, decoration, furnishing	93	89	82	264
Landscaping	0	15	27	44
Total	1,284	878	727	2,790
Services Related to Consumers & Homemakers				
Food product development, testing, delivery	31	15	55	103
Clothing Apparel & Textile Industry	31	89	69	191
Child care and guidance positions	77	89	41	206
Teaching	325	327	247	895
Family and community services positions	139	149	96	382
Total	603	669	508	1,777
Environment				
Soil and mineral conservation & control	15	15	14	44
Space & atmospheric monitoring & control	31	0	14	44
Environmental health services	15	0	14	29
Control of urban/rural manmade environment	15	30	14	59
Total	76	45	56	176
Fine Arts and Humanities				
Entertainers and performers	139	149	192	484
Creative writing	46	74	14	132
Total	185	223	206	616
Health Occupations				
Doctors, dentists, pharmacists psychologists	387	446	234	1,057
Nurse, R.N.	310	223	151	675
Nurse, L.P.N.	31	15	69	117
Medical and dental assistant	62	104	110	279
Health services administrators	15	0	0	15
Other health service workers	186	372	275	837
Total	991	1,160	839	3,090

TABLE A-5(Cont.)

DESIRED OCCUPATION REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Hospitality and Recreation				
Hotel/motel occupations	0	30	0	29
Recreation occupations	15	45	82	147
Restaurant occupations	62	45	55	161
Total	77	120	137	337
Manufacturing				
Assembly worker	0	15	14	29
Supervision and product development	0	15	0	15
Machine operators	46	30	14	88
Total	46	60	28	132
Marine Science Occupations				
Fishing and fisheries	15	15	0	29
Shipbuilding & offshore mineral development	0	0	14	15
Ships officers, sailors, and hands	0	15	14	29
Total	15	30	28	73
Marketing & Distribution Occupations				
Advertisement management & writing	15	15	27	59
Retail or wholesale business positions	139	178	261	587
Warehousing	0	15	41	59
Marketing services	46	60	55	161
Total	200	268	384	866
Personal Services Occupations				
Beauticians & barbers	186	104	69	352
Domestic service positions	0	0	14	15
Mortuary science	15	15	0	29
Total	201	119	83	396
Transportation				
Truckdrivers & trucking occupations	155	163	55	367
Cab drivers & deliverypersons	0	0	14	15
Auto & truck mechanics	170	208	192	572
Railway occupations & water transport	15	15	0	29
Aerospace transportation positions	108	89	82	279
Total	448	475	343	1,262

TABLE A-5 (Cont.)
DESIRED OCCUPATION REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected) 10th	11th	12th	Total
Public Service & Related Occupations				
Federal, state & local agencies	15	15	137	176
Military science	124	104	165	396
Postal services	0	0	14	15
Police and firefighter	170	163	124	455
Legal services judge or lawyer	170	104	192	470
Total	508	386	632	1,512
Housewife	139	149	82	367
Other Professions				
Clergy & ministerial services	15	30	69	117
Librarians	0	15	0	15
Research workers	0	15	27	44
Statistician	0	15	0	15
Scientist	62	30	69	161
Modeling	77	15	14	103
Airline steward/stewardess	31	74	14	117
Electronics & appliance repair	46	45	27	117
Musical instrument repair	0	0	14	15
Total	686	239	234	704
Occupation Not Listed & Blanks	325	446	316	1,08[illegible]

TABLE A-6
SURENESS ABOUT OCCUPATIONAL CHOICE
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	Projected Number 10th	11th	12th	Total
Definitely will enter	1,285	1,664	2,143	5,153
Probably will enter	3,916	3,715	2,954	10,540
May not enter	975	1,055	522	2,525
Don't know & Blank	1,532	1,353	1,195	4,066

TABLE A-7
GREATEST AMOUNT OF EDUCATION DESIRED
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Less than H.S.	93	74	14	176
H.S. graduate	2,167	2,155	1,772	6,078
Post H.S. vocational training	635	654	660	1,952
Post H.S. business training	728	520	330	1,556
Some college	263	193	316	778
A. A. degree	882	921	1,017	2,833
Bachelor's degree	1,610	1,768	1,539	4,918
Post-baccalaureate degree	882	1,085	907	2,877
Other	402	312	206	910
(Blank)	46	104	55	206

TABLE A-8

PLANS FOR FIRST YEAR AFTER HIGH SCHOOL
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Military service	681	461	371	1,497
FT job not requiring additional training	1,502	1,486	1,759	4,771
FT job requiring additional training	666	802	577	2,041
FT college student with no job	913	1,367	1,292	3,597
FT college student with PT job	2,694	2,274	1,882	6,812
PT college student with FT job	325	327	289	940
Other plans	387	580	398	1,365
Don't know & Blank	542	490	247	1,262

TABLE A-9
LOCATION OF PLANS FOR FIRST YEAR AFTER HIGH SCHOOL
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Within commuting distance of present home	2,786	3,076	3,476	9,395
Outside commuting distance of present home	1,068	1,783	2,240	5,167
Don't know & Blank	3,854	2,927	1,099	7,721

TABLE A-10
REASONS FOR NOT PLANNING TO ATTEND COLLEGE WITHIN A YEAR AFTER HIGH SCHOOL GRADUATION
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	10th		11th		12th		Total	
	Very Imptnt	Imptnt	Very Imptnt	Imptnt	Very Imptnt	Imptnt	Very Imptnt	Imptnt
I want to get a job and start earning a living as soon as possible (1)	1,610	1,625	1,724	1,427	1,704	1,030	5,050	4,052
I have to start earning a living in order to support myself (2)	1,331	1,316	1,144	1,367	1,127	976	3,597	3,641
It would cost more than my parents could afford (3)	774	898	847	817	591	852	2,202	2,569
I don't like to study (5)	480	960	594	698	371	577	1,439	2,217
I would rather get married (8)	402	604	535	490	357	289	1,292	1,365
My high school grades are too low (7)	480	975	431	847	316	563	1,218	2,363
Attending school or college after high school would not help me to do the things in which I am most interested (6)	325	913	282	773	344	811	954	2,496
I probably could not use additional education on the job (4)	325	666	372	609	247	357	940	1,615
I don't think I have the ability (9)	248	882	342	401	179	316	763	1,571
My parents or guardians do not want me to go (11)	170	232	89	163	124	165	382	558
Most of my friends will not go to school or college after high school (10)	170	341	163	282	14	206	338	822

Note: Number in parentheses indicates rank of this reason by AVTS students.

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TABLE A-11

TYPE OF SCHOOL PLANNING TO ATTEND FIRST
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Post H.S. vocational or technical school	697	773	673	2,143
Post H.S. commercial or business school	929	728	481	2,114
Community college or 2-year university extension, PT	511	505	508	1,527
Community college or 2-year university extension, FT	851	877	1,113	2,863
4-year college or university, PT	294	89	151	528
4-year college or university, FT	2,121	2,541	1,951	6,606
No plans for school or college	1,455	1,308	1,085	3,831
Military service	186	176	110	470
Other plans	372	401	371	1,145
(Blank)	294	386	371	1,057

TABLE A-12
SURENESS ABOUT TYPE OF SCHOOL PLANNING TO ATTEND FIRST
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	Projected Number			
	10th	11th	12th	Total
Almost sure to attend	1,935	2,303	3,421	7,766
Likely to attend	2,183	1,962	797	4,859
May possibly attend	1,533	1,620	976	4,096
Not planning to attend	1,548	1,516	1,250	4,301
(Blank)	511	386	371	1,262

TABLE A-13

NAME OF SCHOOL PLANNING TO ATTEND SOMETIME DURING LIFE
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Penna. Community Colleges				
H.A.C.C.	697	847	989	2,554
Williamsport Area Comm. Coll.	15	45	69	132
Total	712	892	1,058	2,686
Penna. State Colleges				
Bloomsburg	15	15	27	59
Clarion	0	15	69	88
East Stroudsburg	0	0	27	29
Indiana U. of Penna.	31	74	96	206
Kutztown	0	30	27	59
Lock Haven	46	0	41	88
Mansfield	15	15	41	73
Millersville	46	15	41	103
Shippensburg	31	89	192	323
Slippery Rock	0	30	14	44
West Chester	15	15	14	44
Total	199	298	589	1,116
Penna. State - Related Universities				
Penna. State University	294	282	316	895
" Altoona	0	0	14	15
" Hershey Med. Cntr.	0	15	0	15
" York	0	0	14	15
" Mont Alto	0	30	41	73
Temple	15	59	0	73
University of Pittsburgh	0	45	55	103
Total	309	431	440	1,189
Penna. Private 2-Year Colleges				
Ellen Cushing Jr. Coll.	0	0	14	15
Harcum Jr. Coll.	15	0	0	15
Valley Forge Military Academy	0	0	14	15
Central Penna. Business School	108	134	151	396
Penna. Jr. College of Medical Arts	0	0	14	15
Thompson Institute	108	15	41	161
Total	231	149	234	617

TABLE A-13 (Cont.)
NAME OF SCHOOL PLANNING TO ATTEND SOMETIME DURING LIFE
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Penna. Private 4-Year Colleges				
Bucknell	0	30	14	44
Carnegie Mellon	0	15	14	29
Chestnut Hill	15	0	0	15
Dickinson	46	15	27	88
Duquesne	0	15	14	29
Elizabethtown	31	30	27	88
Franklin & Marshall	0	0	41	44
Gannon	0	0	14	15
Gettysburg	0	15	41	59
Grove City	15	15	14	44
Juniata	0	0	41	44
Lebanon Valley	15	45	27	88
Lehigh	0	30	14	44
Lincoln	15	0	0	15
Lycoming	0	0	14	15
Messiah	15	0	55	73
Muhlenberg	0	0	14	15
Point Park	0	15	0	15
Robert Morris	0	0	14	15
St Joseph's	0	0	14	15
Seton Hill	0	0	14	15
Susquehanna	0	15	0	15
University of Pennsylvania	15	45	0	59
University of Scranton	0	0	27	29
Ursinus	0	0	14	15
Villanova	0	30	0	29
York College	15	0	55	73
Total	182	315	509	1,029
Other Penna. Schools				
Art Institute of Pittsburgh	15	30	14	59
Chester Hospital School of Nursing	0	15	0	15
Cumberland-Perry AVTS	0	0	14	15
Dauphin County AVTS	0	0	14	15
Empire Beauty School	15	15	14	44
Harrisburg School of Beauty Culture	15	0	14	29
Harrisburg Steelton-Highspire AVTS	0	0	14	15
Lancaster General Hosp. Sch. of Nursing	15	15	0	29
Philadelphia College of Art	0	15	0	15
Pittsburgh Institute of Aeronautics	0	0	14	15
PMTA Truck Driving School	15	0	0	15
Reading Hospital & Medical Center	0	0	14	15

TABLE A-13 (Cont.)
NAME OF SCHOOL PLANNING TO ATTEND SOMETIME DURING LIFE
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected) 10th	11th	12th	Total
Other Penna. Schools (cont.)				
State Police Academy at Hershey	15	0	0	15
Stevens Trade School	15	0	27	44
St. Joseph's Hsp. School of Nursing	0	0	14	15
West Shore Barber School	0	15	0	15
West Shore Beauty Academy	15	0	14	29
York Academy of Arts	0	30	14	44
York Hospital School of Nursing	15	0	41	59
Total	135	135	222	502
Out of State	515	840	778	2,105
(Blank)	5,418	4,740	2,995	13,021

TABLE A-14
TIME FOR BEGINNING POST HIGH SCHOOL EDUCATION
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected) 10th	11th	12th	Total
Immediately after H.S.	3,406	3,745	3,559	10,731
After Military service	263	193	137	587
After working a year or longer	1,207	966	660	2,804
Not sure when	1,084	1,100	879	3,053
No plans for school or college at any time	1,393	1,486	1,209	4,081
(Blank)	356	297	371	1,028

TABLE A-15
PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Business & Commerce Technologies				
Accounting	340	297	220	851
Banking and Finance	15	30	41	88
Bookkeeping	77	44	14	132
Business Administration	77	74	165	323
Business Education	93	119	137	352
Business Machine Maintenance	15	15	0	29
Business Management	170	74	96	338
Commercial Art	46	223	110	382
Communication Media	46	15	96	161
Cosmetology	139	89	69	294
Court Reporting	15	0	41	59
Data Processing	77	104	192	382
Distributive Education	0	15	14	29
Food Services	62	30	55	147
Graphic Arts & Printing	62	0	41	103
Hotel-Motel Restaurant Mgmt.	31	44	41	117
Insurance (CLU)	0	44	0	44
Keypunch Operator	15	30	41	88
Labor & Industrial Relations	15	0	0	15
Photography	46	74	27	147
Real Estate	15	15	0	29
Retailing	31	104	69	206
Secretarial Science	279	357	179	807
Textile & Apparel Arts	62	74	69	206
Theatre Arts	15	0	14	29
Traffic Transportation Tech	0	15	14	29
Total	1,743	1,886	1,745	5,387
Health Services & Paramedical Tech				
Dental Assistant	31	59	27	117
Dental Hygiene	15	15	41	73
Dental Laboratory Technology	0	15	0	15
Emergency Medical Services	15	44	0	59
Health Assistant	15	15	82	117
Medical Laboratory Technology	77	30	96	206
Medical Secretary	77	89	55	220
Mental Health Aide	0	15	27	44
Mortuary Science	15	0	0	15
Nuclear Medical Technician	0	30	0	29

TABLE A-15 (Cont.)

PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Health Services & Paramedical Tech (cont.)				
Nursing Home Administration	0	15	14	29
Nursing, Practical	15	15	55	88
Nursing, R.N.	279	208	124	602
Occupational Therapy	31	0	14	44
Physical Therapist	77	59	14	147
Radiological Technology	0	30	14	44
Speech Pathology	0	74	41	117
Therapeutic Dietician & Nutritionist	31	0	27	59
Total	678	713	631	2,025
Mechanical & Engineering Technology				
Aeronautical Technology	62	15	27	103
Air Conditioning and Heating	15	0	14	29
Aircraft Maintenance	31	15	41	88
Air Traffic Control	0	15	14	29
Architectural Building Technology	46	44	55	147
Auto Service Specialist	0	0	27	29
Auto Body Repair	31	15	14	59
Auto Mechanics	108	163	124	396
Aviation Science	108	15	41	161
Building Construction & Maintenance	15	30	0	44
Carpentry	310	104	137	543
Chemical Technology	31	0	0	29
Civil Technology/Surveying	15	15	14	44
Diesel Mechanics	62	44	0	103
Drafting & Design Technology	15	44	27	88
Electricity, Industrial (Construction)	62	15	0	73
Electro-Mechanical Engineering Tech	15	15	14	44
Electronic Repair & Maintenance	46	104	27	176
Electronics Technology	124	44	82	250
Instrumentation Technology	0	15	0	15
Machine Shop	62	30	14	103
Masonry	31	15	14	59
Mechanical Technology	46	30	27	103
Nuclear Technology	15	15	14	44
Welding/Sheet Metal Work	31	30	0	59
Total	1,281	832	727	2,818

TABLE A-15 (Cont.)

PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
REPORTED BY TRI-COUNTY HIGH SCHOOL STUDENTS

	# (projected)			
	10th	11th	12th	Total
Natural Science Technologies				
Agriculture	108	89	69	264
Biological Technology	93	44	27	161
Environmental Health Technology	15	15	41	73
Forest Technology	155	119	137	411
Horticulture & Landscaping	46	15	14	73
Pollution Control (Waste-Water)	15	0	0	15
Total	432	282	288	1,134
Public Service & Related Technologies				
Child Care/Pre-Elementary Education	139	119	27	279
Fire-Fighting/Safety Technology	93	15	14	117
Para-Legal (Legal Assistant)	15	30	55	103
Penal & Correctional Technology	0	0	14	15
Police Science (Law Enforcement)	155	178	192	528
Recreation Program Leadership	15	30	69	117
Social Work Assistant	124	74	69	264
Urban and Regional Planning	15	15	0	29
Vocational Teacher Training	0	0	14	15
Total	556	461	454	1,467
Traditional College Majors				
Engineering	186	178	110	470
Social Sciences	294	342	426	1,072
Natural Sciences	356	565	234	1,145
Physical Sciences	77	119	124	323
Mathematics	31	134	41	206
Communications	155	267	151	573
Fine Arts	217	282	192	690
Business Administration	46	89	82	220
Education	232	163	206	602
Total	1,594	2,139	1,566	5,301
Others				
Home Economics	15	30	0	44
Modeling	15	15	27	59
Equipment Operator	15	0	0	15
Truck Driver	0	15	14	29
Airline Steward/Stewardess	0	30	0	29
Military Service	46	59	27	132
Total	91	149	68	308
Program Not Listed & Blanks	1,315	1,332	1,333	3,978

APPENDIX B

TRI-COUNTY AREA VOCATIONAL-TECHNICAL SCHOOLS

TABLE B-1

FACTORS USED FOR PROJECTIONS OF
TRI-COUNTY AVTS STUDENT DATA

	# in Sample	Actual Enrollment (1975-76)	Factor
EAST SHORE			
Dauphin County AVTS			
10th grade	331	331	1.00
11th grade	357	357	1.00
12th grade	325	325	1.00
Total	1,013	1,013	
Harrisburg/Steelton-Highspire AVTS			
10th grade	226	226	1.00
11th grade	256	256	1.00
12th grade	265	265	1.00
Post H.S.	69	69	1.00
Total	816	816	
*Williams Valley VT			
10th grade	14		1.00
11th grade	15		1.00
12th grade	7		1.00
Total	36		
WEST SHORE			
Cumberland/Perry AVTS			
10th grade	160	320	2.00
11th grade	208	417	2.00
12th grade	167	335	2.00
Total	535	1,072	
TRI-COUNTY			
10th grade	731	877	--
11th grade	836	1,030	--
12th grade	764	925	--
Post H.S.	69	69	--
Total	2,400	2,901	

* Students Attend Schuylkill AVTS.

TABLE B-2

DESIRED OCCUPATION REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Agri-Business & Natural Resources					
Farmers and farm managers	12	11	7	0	30
Land & water management	13	11	9	0	33
Petroleum & related products positions	0	2	0	0	2
Total	25	24	16	0	65
Business & Office Occupations					
Accountants	3	11	4	0	18
Office supervision	1	3	1	0	5
Bookkeeper	7	4	3	0	14
Secretary-stenographer	17	27	12	0	56
Clerical	13	9	7	0	29
Cashier	13	5	2	0	20
Office machine operator	1	2	2	0	5
Systems analyst	8	3	4	0	15
Computer programmer or operator	17	23	17	0	57
Keypuncher	2	6	7	0	15
Maintenance	0	8	3	0	11
Total	82	101	62	0	245
Communications and Media					
Graphic Arts	13	20	9	0	42
Newspaper/printing positions	7	7	6	0	20
Commercial art	10	16	12	0	38
Photographer or lithographer	5	6	4	0	15
Recordings positions	1	6	2	0	9
Radio positions	5	3	6	0	14
Television positions	6	4	2	0	12
Data transmission positions	0	0	1	0	1
Telegraph & telephone positions	2	0	3	0	5
Total	49	62	45	0	156
Construction					
Architects, drafting & blueprinting	23	21	13	0	57
Engineers	7	22	15	0	44
Carpenter	55	57	29	0	141
Painter	0	5	1	0	6
Plumber	39	30	19	0	88

TABLE B-2 (Cont.)

DESIRED OCCUPATION REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Hospitality and Recreation					
Hotel/motel occupations	0	4	0	0	4
Recreation occupations	0	0	1	0	1
Restaurant occupations	4	4	8	0	16
Total	4	8	9	0	21
Manufacturing					
Assembly worker	0	1	0	0	1
Machine operators	23	21	18	0	62
Inspectors	0	2	0	0	2
Maintenance	2	3	1	0	6
Total	25	27	19	0	71
Marine Science Occupations					
Fishing and fisheries	1	2	0	0	3
Shipbuilding & offshore mineral development	0	0	1	0	1
Ships officers, sailors, and hands	0	2	0	0	2
Total	1	4	1	0	6
Marketing & Distribution Occupations					
Advertisement mgmt. & writing	3	5	0	0	8
Retail or wholesale business positions	16	29	17	0	62
Warehousing	8	1	3	0	12
Marketing services	1	1	1	0	3
Total	28	36	21	0	85
Personal Services Occupations					
Beauticians and barbers	43	28	24	0	95
Mortuary science	0	2	0	0	2
Total	43	30	24	0	97
Transportation					
Truckdrivers & trucking occupations	18	22	13	0	53
Cab drivers & deliverypersons	1	0	0	0	1
Auto & truck mechanics	101	101	58	0	260
Railway occupations & water transport	0	1	0	0	1
Aerospace transportation positions	2	10	4	0	16
Total	122	134	75	0	331

TABLE B-2 (Cont.)
DESIRED OCCUPATION REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Construction (cont.)					
Electrician	46	35	12	0	93
Roofer	4	2	1	0	7
Metal worker	6	5	5	0	16
Welder	16	17	16	0	49
Masonry	19	19	20	0	58
Contracting office operations	0	1	0	0	1
Equipment operators	6	10	2	0	18
Interior design, decoration, furnishing	5	10	2	0	17
Landscaping	4	5	5	0	14
Total	230	239	140	0	609
Services Related to Consumers & Homemakers					
Food product development, testing, delivery	5	10	4	0	19
Clothing apparel & textile industry	5	8	10	0	23
Child care and guidance positions	4	3	0	0	7
Teaching	2	2	4	0	8
Family and community services positions	2	4	7	0	13
Institutional/household maintenance svcs.	1	1	0	0	2
Total	19	28	25	0	72
Environment					
Space & atmospheric monitoring/control	1	0	0	0	1
Environmental health services	1	0	1	0	2
Control of urban/rural manmade environment	2	0	1	0	3
Total	4	0	2	0	6
Fine Arts and Humanities					
Entertainers and performers	4	16	5	0	25
Creative writing	0	4	0	0	4
Total	4	20	5	0	29
Health Occupations					
Doctors, dentists, pharmacists, psychologists	1	4	2	0	7
Nurse, R.N.	3	6	6	46	61
Nurse, LPN	3	4	8	23	38
Medical & dental assistant	1	4	9	0	14
Other health service workers	9	14	29	0	52
Total	17	32	54	69	172

TABLE B-2 (Cont.)
DESIRED OCCUPATION REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Public Service & Related Occupations					
Federal, state & local agencies	1	0	2	0	3
Military science	9	9	6	0	24
Postal services	0	2	2	0	4
Police and firefighter	6	22	26	0	54
Legal services, judge or lawyer	3	1	2	0	6
Total	19	34	38	0	91
Housewife	6	4	8	0	18
Other Professions					
Clergy & ministerial services	0	1	1	0	2
Research workers	1	2	0	0	3
Statistician	0	0	1	0	1
Scientist	4	5	1	0	10
Modeling	2	4	0	0	6
Airline stewardess	0	5	0	0	5
Electronics & appliance repair	14	19	19	0	52
Total	21	36	22	0	79
Occupation Not Listed & Blanks	34	39	32	0	105

TABLE B-3
SURENESS ABOUT OCCUPATIONAL CHOICE
REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Definitely will enter	202	247	245	32	726
Probably will enter	350	396	203	28	977
May not enter	33	65	37	0	135
Don't know and Blank	148	150	113	9	420

TABLE 4
GREATEST AMOUNT OF EDUCATION DESIRED
BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Less than high school	6	4	3	0	13
High school graduate	440	380	308	0	1,128
Post H.S. vocational training	132	172	81	20	405
Post H.S. business training	20	43	24	0	87
Some college	20	41	35	13	109
A.A. degree	45	77	52	27	201
Bachelor's degree	29	56	35	5	125
Post-baccalaureate degree	9	25	9	0	43
Other	2	40	36	3	101
(Blank)	10	20	15	1	[illegible]

TABLE B-5
PLANS FOR FIRST YEAR AFTER HIGH SCHOOL
BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Military service	78	96	51	2	227
FT job not requiring additional training	224	216	241	10	691
FT job requiring additional training	151	172	122	16	461
FT college student with no job	14	40	12	7	73
FT college student with PT job	71	129	62	19	281
PT college student with FT job	43	60	29	9	141
Other plans	53	74	48	6	181
Don't know & Blank	99	71	33	0	203

TABLE B-6
LOCATION OF PLANS FOR FIRST YEAR AFTER HIGH SCHOOL
BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Within commuting distance of present home	280	355	364	50	1,049
Outside commuting distance of present home	43	95	70	1	209
Don't know and Blank	410	408	164	18	1,000

TABLE B-7
REASONS FOR NOT PLANNING TO ATTEND COLLEGE WITHIN A YEAR AFTER HIGH SCHOOL GRADUATION
BY TRI-COUNTY AVTS STUDENTS

	10th		11th		12th		Post		Total	
	Very Impt	Impt	Very Impt	Impt	Very Impt	Impt	Very Impt	Impt	Very Impt	Impt
I want to get a job and start earning a living as soon as possible (1)	360	192	375	218	301	134	26	12	1062	556
I have to start earning a living in order to support myself (2)	243	199	271	205	194	146	15	9	723	559
It would cost more than my parents could afford (3)	106	154	124	149	90	79	2	3	322	385
I probably could not use additional education on the job (8)	73	127	88	118	60	79	1	3	222	327
I don't like to study (4)	86	130	76	124	47	84	1	2	210	340
Attending school or college after high school would not help me to do the things in which I am most interested (7)	58	126	62	138	63	89	3	3	186	356
My high school grades are too low (6)	84	122	61	99	28	69	1	2	174	292
I would rather get married (5)	51	30	48	89	52	49	2	4	153	222
I don't think I have the ability (9)	50	62	37	90	30	44	1	2	118	198
Most of my friends will not go to school or college after high school (11)	27	50	30	60	32	45	1	0	90	155
My parents or guardians do not want me to go (10)	25	59	22	22	14	38	2	0	63	119

Note: Number in parentheses indicates rank of this reason by high school students.

TABLE B-8
TYPE OF SCHOOL PLANNING TO ATTEND FIRST
BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Post H.S. vocational or technical school	210	204	129	20	563
Post H.S. commercial or business school	30	45	25	0	100
Community college or 2-year university extension, PT	47	104	51	16	218
Community college or 2-year university extension, FT	29	55	52	19	155
4-year college or university, PT	14	27	7	0	48
4-year college or university, FT	31	59	25	1	116
No plans for school or college	244	208	156	6	614
Military service	26	32	20	0	78
Other plans	45	60	60	3	168
(Blank)	57	64	73	4	198

TABLE B-9
SURENESS ABOUT TYPE OF SCHOOL PLANNING TO ATTEND FIRST
BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Almost sure to attend	89	142	117	32	380
Likely to attend	113	154	71	18	356
May possibly attend	180	241	138	7	566
Not planning to attend	300	265	203	5	773
(Blank)	51	56	69	7	183

TABLE B-10
NAME OF SCHOOL PLANNING TO ATTEND SOMETIME DURING LIFE
REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Penna. Community Colleges					
H.A.C.C.	32	92	52	27	203
Williamsport Area Comm. College	8	5	8	0	21
Total	40	97	60	27	224
Penna. State Colleges					
East Stroudsburg	0	0	2	0	2
Indiana U. of Penna.	0	0	3	0	3
Kutztown	1	2	1	0	4
Shippensburg	1	5	4	0	10
West Chester	0	2	0	0	2
Total	2	9	10	0	21
Penna. State-Related Universities					
Penna. State University	9	18	8	0	35
Temple	0	0	1	0	1
University of Pittsburgh	2	3	1	0	6
Total	11	21	10	0	42
Penna. Private 2-Year					
Central Penna. Business School	4	7	0	0	11
Electronics Institute	1	0	0	0	1
Northeast Christian Jr. College	0	2	0	0	2
Penna. Jr. College of Med. Arts	0	1	0	0	1
Thompson Institute	0	6	3	0	9
Total	5	16	3	0	24
Penna. Private 4-Year					
Bucknell	0	1	0	0	1
Dickinson	2	0	0	0	2
Lebanon Valley	0	1	1	0	2
Messiah	0	1	0	0	1
York College	0	2	1	0	3
Total	2	5	2	0	9

TABLE B-10 (Cont.)
NAME OF SCHOOL PLANNING TO ATTEND SOMETIME DURING LIFE
REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Other Penna. Schools					
Art Institute of Pittsburgh	0	2	1	0	3
Ashland Hospital Sch. of Nursing	0	0	1	0	1
Dauphin County AVTS	0	0	1	0	1
Empire Beauty School	0	0	2	0	2
Fashion Academy of Pittsburgh	0	0	1	0	1
Grandview Hospital Sch. of Nursing	0	0	0	1	1
Harrisburg School of Beauty Culture	1	0	0	0	1
Harrisburg-Steelton Highspire AVTS	1	0	0	0	1
Kandel Beauty School	1	1	0	0	2
Lancaster Gen. Hospital Sch. of Nursing	0	0	0	1	1
Philadelphia College of Art	1	0	2	0	3
PMTA Truck Driving School	1	0	2	0	3
Stevens Trade School	5	3	0	0	8
St. Joseph's Hosp. School of Nursing	0	0	1	0	1
West Shore Beauty Academy	0	0	1	0	1
York Academy of Arts	0	0	2	0	2
York Hospital Sch. of Nursing	0	0	0	1	1
Total	10	6	14	3	33
Out-of-State	22	36	25	4	87
(Blank)	641	668	474	35	1,818

TABLE B-11
TIME FOR BEGINNING POST HIGH SCHOOL EDUCATION
BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Immediately after H.S.	95	167	95	19	376
After military service	29	35	16	0	80
After working a year or longer	109	153	99	28	389
Not sure when	168	198	128	10	504
No plans for school or college any time	281	242	193	4	720
(Blank)	51	63	67	8	189

TABLE B-12
PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Business & Commerce Technologies					
Accounting	1	9	4	0	14
Banking and finance	0	3	0	0	3
Bookkeeping	4	4	3	0	11
Business Administration	4	4	5	0	13
Business Education	6	9	2	0	17
Business Machine Maintenance	4	3	0	0	7
Business Management	5	18	4	0	27
Commercial Art	11	15	7	0	33
Communication Media	2	2	3	0	7
Cosmetology	33	18	17	0	68
Court Reporting	1	0	0	0	1
Data Processing	17	18	13	0	48
Distributive Education	13	19	2	0	34
Food Services	4	9	7	0	20
Graphic Arts & printing	10	10	6	0	26
Hotel-motel & restaurant mgmt.	1	0	0	0	1
Keypunch operator	1	7	3	0	11
Photography	3	7	4	0	14
Retailing	5	4	5	0	14
Secretarial science	8	3	2	0	13
Textile & apparel arts	6	14	8	0	28
Theatre arts	1	3	0	0	4
Traffic transportation tech	1	0	3	0	4
Total	141	179	98	0	418
Health Services & Paramedical Tech					
Biomedical electronics	1	1	2	0	4
Dental assistant	0	3	4	0	7
Dental hygiene	0	0	4	0	4
Dental laboratory technology	0	0	2	0	2
Health assistant	3	2	11	0	16
Inhalation therapy	0	5	5	0	10
Medical laboratory technology	3	7	5	0	15
Medical secretary	0	7	5	0	12
Nuclear medical technician	0	0	1	0	1
Nursing, Practical	3	2	8	8	21

TABLE B-12 (Cont.)
PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Health Services & Paramedical Tech (cont.)					
Nursing, R.N.	3	2	6	44	55
Occupational therapy	0	1	0	0	1
Physical therapist	1	2	3	0	6
Radiological technology	1	2	0	0	3
Total	15	34	56	52	157
Mechanical & Engineering Technology					
Aeronautical technology	1	6	2	0	9
Air conditioning and heating	22	20	14	0	56
Aircraft maintenance	1	7	3	0	11
Architectural building technology	4	3	0	0	7
Auto service specialist	1	6	2	0	9
Auto body repair	19	18	7	0	44
Auto mechanics	48	52	29	0	129
Aviation science	2	2	0	0	4
Building construction & maintenance	17	14	5	0	36
Carpentry	37	29	12	0	78
Chemical technology	7	5	1	0	13
Civil technology/surveying	0	3	1	0	4
Diesel mechanics	7	24	9	0	40
Drafting & design technology	10	9	8	0	27
Electricity, Industrial (construction)	23	21	4	0	48
Electro-mechanical engineering tech	2	3	4	0	9
Electronic repair & maintenance	17	13	5	0	35
Electronics technology	11	19	9	0	39
Instrumentation technology	0	0	1	0	1
Machine shop	22	12	10	0	44
Masonry	10	10	7	0	27
Materials handling	10	0	0	0	10
Mechanical technology	0	0	3	0	3
Metals technology	1	0	0	0	1
Nuclear technology	0	0	2	0	2
Welding/sheet metal work	17	14	10	0	41
Total	289	290	148	0	727
Natural Science Technologies					
Agriculture	1	0	4	0	5
Environmental health technology	0	0	2	0	2
Forest technology	9	9	7	0	25
Horticulture & landscaping	8	7	3	0	18
Pollution control (waste-water)	2	0	2	0	4

TABLE B-12 (Cont.)

PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
REPORTED BY TRI-COUNTY AVTS STUDENTS

	Projected Number				
	10th	11th	12th	Post	Total
Natural Science Technologies (cont.)					
Sanitation technician	0	2	0	0	2
Total	20	18	18	0	56
Public Service & Related Technologies					
Child care/pre-elementary education	6	2	3	0	11
Commercial Security	1	1	0	0	2
Fire-Fighting/Safety Technology	1	6	5	0	12
Library Technology	0	1	0	0	1
Police Science (Law Enforcement)	4	17	22	0	43
Recreation Program Leadership	0	0	2	0	2
Social Work assistant	4	3	3	0	10
Teacher's Aide	0	1	2	0	3
Vocational Teacher Training	1	1	1	0	3
Total	17	32	38	0	87
Traditional College Majors					
Engineering	11	22	9	0	42
Social Sciences	4	7	4	0	15
Natural Sciences	0	5	1	0	6
Physical Sciences	5	7	1	0	13
Mathematics	2	2	4	0	8
Communications	3	7	2	0	12
Fine Arts	0	9	8	0	17
Business Administration	3	2	1	0	6
Education	2	3	1	0	6
Total	30	64	31	0	125
Others					
Vocational-Technical	1	2	0	0	3
Modeling	1	0	0	0	1
Equipment operator	0	1	1	0	2
Truck driver	5	8	3	0	16
Airline stewardess	0	2	0	0	2
Military	5	8	2	0	15
Total	12	21	6	0	39
Program Not Listed & Blanks	209	220	203	17	649

APPENDIX C

TRI-COUNTY HIGH SCHOOLS AND AVTS'S COMBINED

TABLE C-1

DESIRED OCCUPATION

(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Agri-Business & Natural Resources					
Farmers and farm managers	166	120	90	0	376
Land and water management	416	280	202	0	898
Petroleum & related products positions	0	17	0	0	17
Mining and quarrying positions	0	0	14	0	14
Total	582	417	306	0	1,305
Business and Office Occupations					
Accountants	374	368	266	0	1,008
Office supervision	140	18	97	0	255
Bookkeeper	70	64	58	0	192
Secretary-stenographer	662	723	449	0	1,834
Clerical	116	157	208	0	481
Cashier	91	79	29	0	199
Office machine operator	1	17	16	0	34
Systems analyst	8	18	101	0	127
Computer programmer or operator	63	168	209	0	440
Keypuncher	17	65	20	0	102
Maintenance	15	21	3	0	39
Total	1,557	1,698	1,456	0	4,711
Communications and Media					
Graphic Arts	106	94	65	0	265
Newspaper/printing positions	79	80	144	0	303
Commercial Art	41	223	135	0	399
Photographer or lithographer	82	81	46	0	209
Recordings positions	32	6	30	0	68
Radio positions	98	32	47	0	177
Television positions	6	63	44	0	113
Data transmission positions	0	0	1	0	1
Telegraph and telephone positions	2	0	3	0	5
Total	446	579	515	0	1,540
Construction					
Architects	146	96	95	0	337
Engineers	209	245	152	0	606
Carpenter	342	264	248	0	854
Painter	31	34	15	0	80
Plumber	70	60	32	0	162

TABLE C-1 (Cont.)

DESIRED OCCUPATION

(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Construction (cont.)					
Electrician	247	124	80	0	451
Roofer	19	17	1	0	37
Metal worker	6	20	19	0	45
Welder	57	32	30	0	119
Masonry	81	49	48	0	178
Contracting office operations	0	1	0	0	1
Equipment operators	114	54	30	0	198
Interior design, decorating, furnishing	99	99	85	0	283
Landscaping	4	20	33	0	57
Total	1,425	1,115	868	0	3,408
Services Related to Consumers & Homemakers					
Food product development, testing. delivery	36	25	80	0	141
Clothing apparel & textile industry	36	98	89	0	223
Child care and guidance positions	82	92	41	0	215
Teaching	326	329	251	0	906
Family and community services positions	141	152	103	0	396
Institutional/household maintenance svcs.	1	1	0	0	2
Total	622	697	564	0	1,883
Environment					
Soil and mineral conservation & control	16	15	14	0	45
Space & atmospheric monitoring & control	32	0	14	0	46
Environmental health services	17	0	15	0	32
Control of urban/rural manmade environment	18	30	15	0	63
Total	83	45	58	0	186
Fine Arts and Humanities					
Entertainers and performers	143	163	196	0	502
Creative writing	46	79	14	0	139
Total	189	242	210	0	641
Health Occupations					
Doctors, dentists, pharmacists psychologists	389	350	236	0	975
Nurse, R.N.	312	227	157	46	742
Nurse, LPN	34	19	77	23	153
Medical and dental assistant	63	108	119	0	290
Health services administrators	15	0	0	0	15

TABLE C-1 (Cont.)
DESIRED OCCUPATION
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Health Occupations (cont.)					
Other health service workers	194	386	303	0	883
Total	1,007	1,090	892	69	3,058
Hospitality and Recreation					
Hotel/motel occupations	0	33	0	0	33
Recreation Occupations	15	45	83	0	143
Restaurant Occupations	66	48	64	0	178
Total	81	126	147	0	354
Manufacturing					
Assembly worker	0	15	14	0	29
Supervision and product development	0	15	0	0	15
Machine operators	70	51	32	0	153
Inspectors	0	2	0	0	2
Maintenance	2	1	1	0	4
Total	72	84	47	0	203
Marine Science Occupations					
Fishing and fisheries	17	17	0	0	34
Shipbuilding and offshore mineral development	0	0	15	0	15
Ships officers, sailors, hands	0	17	14	0	31
Total	17	34	29	0	80
Marketing & Distribution Occupations					
Advertising management & writing	19	20	28	0	67
Retail or wholesale business positions	154	208	278	0	640
Warehousing	8	16	45	0	69
Marketing services	67	61	56	0	184
Total	248	305	407	0	960
Personal Services Occupations					
Beauticians and barbers	227	132	93	0	452
Domestic service positions	0	0	14	0	14
Mortuary science	16	17	0	0	33
Total	243	149	107	0	499

TABLE C-1 (Cont.)
DESIRED OCCUPATION
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Transportation					
Truck drivers and trucking occupations	173	185	68	0	426
Cab drivers and delivery persons	1	0	14	0	15
Auto & truck mechanics	271	208	261	0	740
Railway occupations & water transport	16	15	0	0	31
Aerospace transportation positions	110	99	87	0	296
Total	571	507	430	0	1,508
Public Service & Related Occupations					
Federal, state & local agencies	16	15	139	0	170
Military science	132	114	170	0	416
Postal services	0	2	18	0	20
Police and firefighters	145	186	150	0	481
Legal services, judges & lawyers	170	105	194	0	469
Total	463	422	671	0	1,556
Housewife	145	151	90	0	386
Other Professions					
Clergy and ministerial services	16	31	70	0	117
Librarians	0	15	0	0	15
Research workers	1	17	28	0	46
Statistician	0	15	1	0	16
Scientist	66	34	70	0	170
Modeling	79	19	14	0	112
Airline stewardess	31	79	14	0	124
Electronics & appliance repair	61	64	46	0	171
Musical instrument repair	0	0	14	0	14
Total	254	274	257	0	785
Occupation Not Listed & Blanks	358	488	348	0	1,192

TABLE C-2

GREATEST AMOUNT OF EDUCATION DESIRED
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Less than high school	99	78	17	0	189
High school graduate	2,607	2,535	2,080	0	7,206
Post H.S. vocational training	767	826	741	20	2,357
Post H.S. business training	748	563	354	0	1,643
Some college	283	234	351	13	887
A.A. degree	927	998	1,069	27	3,034
Bachelor's degree	1,639	1,824	1,574	5	5,043
Post-baccalaureate degree	891	1,110	916	0	2,920
Other	422	352	242	5	1,011
(Blank)	56	124	70	1	252

TABLE C-3

PLANS FOR FIRST YEAR AFTER HIGH SCHOOL
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Military service	759	557	422	2	1,724
FT job not requiring additional training	1,726	1,702	2,000	10	5,462
FT job requiring additional training	817	974	699	16	2,502
FT college student with no job	927	1,407	1,304	7	3,670
FT college student with PT job	2,765	2,403	1,944	19	7,093
PT college student with FT job	368	387	318	9	1,081
Other plans	440	654	446	6	1,546
Don't know and Blank	641	561	280	0	1,465

TABLE C-4
TYPE OF SCHOOL PLANNING TO ATTEND FIRST
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Post H.S. vocational or technical school	907	977	802	20	2,706
Post H.S. commercial or business school	959	773	506	0	2,214
Community college or 2-year university extension, PT	558	609	559	16	1,745
Community college or 2-year university extension, FT	880	932	1,165	19	3,018
4-year college or university, PT	308	116	158	0	576
4-year college or university, FT	2,152	2,600	1,976	1	6,722
No plans for school or college	1,699	1,516	1,241	6	4,445
Military service	212	210	130	0	548
Other plans	417	461	431	3	1,313
(Blank)	351	450	444	4	1,255

TABLE C-5
TIME FOR BEGINNING POST HIGH SCHOOL EDUCATION
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Immediately after H.S.	3,501	3,912	3,654	19	11,107
After military service	292	228	153	0	667
After working a year or longer	1,316	1,119	759	28	3,193
Not sure when	1,252	1,2[illegible]8	1,007	10	[illegible],557
No plans for school or college at any time	1,674	1,728	1,402	4	4,801
(Blank)	407	360	438	8	1,217

TABLE C-6
PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Business & Commerce Technologies					
Accounting	241	307	123	0	671
Banking and Finance	15	32	42	0	89
Bookkeeping	81	49	17	0	147
Business Administration	81	78	169	0	328
Business Education	99	127	140	0	366
Business Machine Maintenance	19	18	0	0	37
Business Management	175	92	100	0	367
Commercial Art	58	238	117	0	413
Communication Media	48	17	99	0	164
Cosmetology	147	106	85	0	338
Court Reporting	17	0	42	0	59
Data Processing	94	126	205	0	425
Distributive Education	13	34	16	0	63
Food Services	66	38	63	0	167
Graphic Arts & Printing	72	10	48	0	130
Hotel-Motel & Restaurant Mgmt.	32	45	41	0	118
Insurance (CLU)	0	45	0	0	45
Keypunch Operator	17	37	[illegible]	0	98
Labor & Industrial Relations	15	0	0	0	15
Photography	49	[illegible]	31	0	162
Real Estate	16	15	0	0	31
Retailing	[illegible]	109	74	0	220
Secretarial Science	285	357	181	0	823
Textile and apparel arts	68	89	77	0	234
Theatre Arts	16	3	16	0	35
Traffic Transportation Tech	1	15	17	0	33
Total	1,762	2,069	1,747	0	5,578
Health Services & Paramedical Tech					
Biomedical Electronics	1	1	2	0	4
Dental Assistant	32	72	32	0	136
Dental Hygiene	16	14	46	0	76
Dental Laboratory Technology	1	15	2	0	18
Emergency Medical Services	15	45	0	0	60
Health Assistant	19	17	93	0	129
Inhalation Therapy	0	5	5	0	10
Medical Laboratory Technology	81	37	101	0	219
Medical Secretary	78	96	[illegible]	0	235
Mental Health Aide	0	15	28	0	43

TABLE C-6 (Cont.)
PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Health Services & Paramedical Tech (cont.)					
Mortuary Science	16	0	0	0	16
Nuclear Medical Technician	0	30	1	0	31
Nursing Home Administration	0	15	14	0	29
Nursing, Practical	18	17	63	8	106
Nursing, R.N.	242	210	127	44	623
Occupational Therapy	31	1	14	0	46
Physical Therapist	88	77	16	0	181
Radiological Technology	1	32	14	0	47
Speech Pathology	0	75	42	0	117
Therapeutic Dietician & Nutritionist	31	0	28	0	59
Total	670	774	689	52	2,185
Mechanical & Engineering Technologies					
Aeronautical Technology	63	21	30	0	114
Air Conditioning and Heating	37	20	28	0	85
Aircraft Maintenance	32	22	45	0	99
Air Traffic Control	0	15	14	0	29
Architectural Building Technology	50	48	55	0	153
Auto Service Specialist	1	35	30	0	66
Auto Body Repair	50	33	20	0	103
Auto Mechanics	157	186	153	0	496
Aviation Science	110	17	42	0	169
Building Construction & Maintenance	33	44	5	0	82
Carpentry	147	132	148	0	427
Chemical Technology	38	5	1	0	44
Civil Technology/Surveying	15	18	15	0	48
Diesel Mechanics	69	69	9	0	147
Drafting & Design Technology	26	53	36	0	115
Electricity, Industrial (Construction)	85	36	4	0	125
Electro-Mechanical Engineering Tech	17	18	18	0	53
Electronic Repair & Maintenance	63	116	32	0	211
Electronics Technology	145	64	91	0	300
Instrumentation Technology	0	15	1	0	16
Machine Shop	84	42	24	0	150
Masonry	51	25	21	0	97
Materials Handling	10	0	0	0	10
Mechanical Technology	46	29	31	0	106
Metals Technology	1	0	0	0	1
Nuclear Technology	15	15	16	0	46
Welding/Sheet Metal Work	48	43	4	0	95
Total	1,393	1,121	873	0	3,387

TABLE C-6 (Cont.)

PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Natural Science Technologies					
Agriculture	110	89	73	0	272
Biological Technology	92	45	28	0	165
Environmental Health Technology	16	15	44	0	75
Forest Technology	175	128	144	0	447
Horticulture & Landscaping	54	22	17	0	93
Pollution Control (Waste-Water)	18	0	2	0	20
Sanitation Technician	0	2	0	0	2
Total	465	301	308	0	1,074
Public Service & Related Technologies					
Child Care/Pre-Elementary Education	145	120	31	0	296
Commercial Security	1	1	0	0	2
Fire-Fighting/Safety Technology	94	21	19	0	134
Library Technology	0	1	0	0	1
Para-Legal (Legal Assistant)	16	29	55	0	100
Penal & Correctional Technology	0	0	14	0	14
Police Science (Law Enforcement)	158	196	214	0	568
Recreation Program Leadership	15	30	71	0	116
Social Work Assistant	128	77	71	0	276
Teacher's Aide	0	1	2	0	3
Urban and Regional Planning	16	15	0	0	31
Vocational Teacher Training	1	1	15	0	17
Total	574	492	492	0	1,558
Traditional College Majors					
Engineering	196	191	119	0	506
Social Sciences	298	348	430	0	1,076
Natural Sciences	355	571	235	0	1,161
Physical Sciences	82	125	125	0	332
Mathematics	33	136	46	0	215
Communications	158	274	153	0	585
Fine Arts	216	292	200	0	708
Business Administration	49	91	83	0	223
Education	234	166	207	0	607
Total	1,621	2,194	1,598	0	5,413
Others					
Home Economics	15	29	0	0	44
Vocational-Technical	1	2	0	0	3
Modeling	17	15	28	0	60
Equipment operator	15	1	1	0	17
Truck Driver	5	23	17	0	45

TABLE C-6 (Cont.)
PLANNED POST HIGH SCHOOL EDUCATION PROGRAM
(TOTAL REPORTED BY TRI-COUNTY HIGH SCHOOL AND AVTS STUDENTS)

	Projected Number				
	10th	11th	12th	Post	Total
Others (cont.)					
Airline stewardess	0	31	0	0	31
Military service	52	68	30	0	150
Total	105	169	76	0	350
Program Not Listed & Blank	1,529	1,535	1,526	17	4,598

APPENDIX D

ADULTS

TABLE D-1
FACTORS USED FOR PROJECTIONS OF
TRI-COUNTY ADULT DATA

	# in Sample	Actual Population	Factor
EAST SHORE			
Derry Twp.	501	12,695	25.34
Harrisburg	500	38,055	76.11
Dauphin Co.	500	108,290	216.58
Total	1,501	159,040	--
WEST SHORE			
Carlisle	500	10,305	20.61
Cumberland Co.	500	94,210	188.42
Perry Co.	506	22,269	44.01
Total	1,506	126,784	--
TRI-COUNTY	3,007	285,824	--

TABLE D-2
CLASSES IN WHICH TRI-COUNTY ADULTS EXPRESSED AN INTEREST

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Around the House			
Appliance Repair	8,667	5,051	13,718
Furniture Refinish/Repair	15,044	12,982	28,026
Home Repairs in General	16,198	11,949	28,147
Interior Decorating	17,392	16,102	33,494
Plumbing	5,919	5,499	11,418
Reupholstering	13,402	10,257	23,659
Arts & Crafts			
Boutique Crafts	4,073	3,217	7,290
Ceramics	9,480	8,470	17,950
Crewel, Embrodiery, Needlepoint	8,540	8,063	16,603
Decoupage	5,394	4,063	9,457
Drawing	8,300	4,343	12,643
Jewelry Making	5,255	3,633	8,888
Knitting, Crocheting	11,697	6,560	18,257
[illegible]ne	7,549	6,474	14,023
Oil Painting	7,611	6,323	13,934
Photography	11,627	12,141	23,768
Picture Framing	5,710	4,859	10,569
Pottery	6,401	4,913	11,314
Sculpture	5,359	2,094	7,453
Sewing	13,881	8,838	22,719
Weaving	4,722	2,367	7,089
Cooking			
Cake Decorating	11,771	8,805	20,576
Chinese Cooking	7,557	3,536	11,093
Creative Cooking	18,732	15,109	33,841
Soul Cooking	2,326	565	2,891
General Education			
Creative Writing	7,328	6,065	13,393
H.S. Diploma Preparation	3,142	1,075	4,217
Improv'g Reading & Memory	19,201	12,110	31,311
Short Story Writing	4,848	4,178	9,026
Speed Reading	19,436	15,050	34,486
Horticulture			
Flower Arranging	15,638	13,248	28,886
Indoor Garden'g/Greenhouse	15,637	12,295	27,932
Landscaping	14,269	12,772	27,041

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Personal Interest			
Building or Buying a Home	14,889	10,801	25,690
Coping with Death & Dying	8,667	6,841	15,508
Going It Alone	9,607	7,972	17,579
How State Legislature Operates	9,619	5,486	15,105
Languages:			
French	8,714	5,060	13,774
German	5,866	5,479	11,345
Hebrew	1,959	1,456	3,415
Italian	5,332	2,801	8,133
Pennsylvania Dutch	5,689	3,786	9,475
Serbo-Croatian Yugoslav	3,629	317	3,946
Spanish	7,810	5,792	13,602
Obedience School for Dogs	4,823	5,455	10,278
Popular Misconceptions of the Law (for Layperson)	10,805	5,879	16,684
Sign Language	6,107	4,666	10,773
Stocks, Bonds, & Market Investments	10,996	8,811	19,807
Self-Hypnosis Techniques	4,173	4,126	8,299
Wills, Trusts, & Estate Planning	12,382	11,029	23,411
Recreation and Physical Fitness			
Archery	7,205	4,599	11,804
Backgammon	3,004	1,497	4,501
Belly Dancing	4,531	3,854	8,385
Chess	4,468	2,881	7,349
Fencing	2,610	1,986	4,596
Golf	8,961	5,986	14,947
Hawaiian Dancing	1,170	1,853	3,028
Karate	6,907	5,289	12,196
Learn to Play Bridge	4,276	2,808	7,084
Learn to Swim	8,615	4,147	12,762
Scuba Diving	5,828	3,984	9,812
Slimnastics	13,145	9,084	22,229
Square Dancing	5,346	4,455	9,801
Tennis	17,843	12,941	30,784
Volleyball	8,473	5,836	14,309
Yoga	4,886	3,924	8,810

TABLE D-2 (Cont.)
CLASSES IN WHICH TRI-COUNTY ADULTS EXPRESSED AN INTEREST

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Self-Development			
Human Sexuality	5,273	5,800	14,073
Parent Effectiveness	13,998	9,638	23,636
Open Communications in Marriage	13,108	9,899	23,007
Pre-Retirement Seminar	7,737	4,795	12,532
Preparing for Marriage	4,606	3,495	8,101
Transactional Analysis	4,671	2,875	7,546
Value Sharing for Parents	8,855	7,327	16,182

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Technical & Industrial			
Auto Mechanics	15,435	12,211	27,646
Basic Electricity	8,720	5,652	14,372
General Electronics	4,671	2,512	7,183
Masonry	4,977	4,763	9,740
Small Engine Repair	6,299	4,896	11,195
Welding	5,397	4,191	9,588
Woodworking	12,815	10,491	23,306

TABLE D-3

CREDIT EDUCATIONAL PROGRAM DESIRED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Business & Commerce Technologies			
Accounting	3,917	3,686	7,603
Banking and Finance	0	232	232
Bookkeeping	0	44	44
Business Education	152	377	529
Business Management	8,374	6,271	14,645
Commercial Art	0	276	276
Cosmetology	0	188	188
Court Reporting	0	188	188
Data Processing	636	553	1,189
Distributive Education	216	0	216
Food Services	76	0	76
Graphic Arts & Printing	216	44	260
Insurance (CLU)	636	553	1,189
Photography	661	44	705
Real Estate	76	377	453
Secretarial Science	1,628	153	1,781
Textile and Apparel Arts	484	276	760
Theatre Arts	76	0	76
Total	17,148	13,262	30,410
Health Services & Paramedical Tech			
Dental Assistant	903	1,112	2,015
Health Assistant	484	209	693
Inhalation Therapy	216	0	216
Medical Laboratory Technology	216	21	237
Nursing, Practical	751	276	1,027
Nursing, R.N.	1,184	1,639	2,823
Occupational Therapy	216	0	216
Radiological Technology	216	188	404
Speech Pathology	25	0	25
Therapeutic Dietician & Nutritionist	25	65	90
Total	4,236	3,510	7,746
Mechanical & Engineering Technology			
Air Conditioning & Heating	433	188	621
Architectural Building Technology	0	21	21
Auto Mechanics	509	264	773
Carpentry	25	320	345
Diesel Mechanics	177	703	880

TABLE D-3 (Cont.)
CREDIT EDUCATIONAL PROGRAM DESIRED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Mechanical & Engineering Tech (cont.)			
Drafting & Design Technology	712	803	1,515
Electronic Repair & Maintenance	241	276	517
Electronics Technology	0	377	377
Welding/Sheet Metal Work	0	188	188
Total	2,097	3,140	5,237
Natural Science Technologies			
Biological Technology	25	0	25
Forest Technology	433	297	730
Horticulture & Landscaping	76	294	370
Total	534	591	1,125
Public Service & Related Technologies			
Child Care/Pre-Elementary Education	76	21	97
Fire-Fighting/Safety Technology	25	21	46
Library Technology	216	0	216
Para-Legal (Legal Assistant)	241	0	241
Police Science (Law Enforcement)	940	612	1,552
Recreation Program Leadership	216	0	216
Total	1,714	654	2,368
Traditional College Majors			
Engineering	1,286	426	1,712
Social Sciences	7,010	4,827	11,837
Natural Sciences	900	1,388	2,288
Physical Sciences	343	442	785
Communications	1,271	630	1,901
Fine Arts	534	650	1,184
Business Administration	76	421	497
Education	1,592	1,709	3,301
Total	13,012	10,493	23,505
Others			
Industrial Arts	0	21	21
Airline Stewardess	0	188	188
Total	0	209	209
Program Not Listed & Blanks	19,310	15,805	35,115

TABLE D-4
REASONS FOR NOT TAKING ADDITIONAL EDUCATION
BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County Total
Can't afford	13,243	12,443	25,686
No time because of employment	13,894	11,213	25,107
Family obligations	11,605	9,989	21,594
I am too old	9,424	7,637	17,061
Need babysitter	6,135	5,185	11,320
Courses offered are not convenient	5,753	2,952	8,705
Low grades in school	3,422	2,456	5,878
Won't help with my interests	2,899	2,822	5,721
Dislike studying	2,380	2,744	5,124
Not worth the cost	1,947	1,171	3,118
Other	5,761	4,415	10,176

TABLE D-5

NAME OF SCHOOL ATTENDED IN 1976 BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Penna. Community Colleges			
H.A.C.C.	2,519	1,396	3,915
Penna. State Colleges			
Bloomsburg	76	44	120
Clarion	25	0	25
East Stroudsburg	0	44	44
Edinboro	0	188	188
Indiana U. of Penna.	0	21	21
Millersville	0	188	188
Shippensburg	433	898	1,331
West Chester	25	44	69
Total	559	1,427	1,986
Penna. State-Related Universities			
Penna. State University-University Park	545	253	798
" -Capitol Campus	1,055	421	1,476
" -Hershey Med. Cntr.	127	0	127
Temple	0	188	188
University of Pittsburgh	0	188	188
Total	1,727	1,050	2,777
Penna. Private 2-Year Colleges			
Central Penna. Business School	0	44	44
Thompson Institute	25	0	25
Total	25	44	69
Penna. Private 4-Year Colleges			
Albright	25	0	25
College of Misericordia	0	44	44
Dickinson	0	103	103
Elizabethtown	0	21	21
Franklin & Marshall	216	0	216
Gettysburg	25	188	213
Lebanon Valley	0	188	188
Lehigh	51	0	51
Point Park	0	188	188
Lancaster Bible College	216	0	216
Washington & Jefferson	0	188	188
Wilkes	0	188	188
Total	533	1,108	1,641

TABLE D-5 (Cont.)
NAME OF SCHOOL ATTENDED IN 1976 BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Other Penna. Schools			
Cumberland/Perry AVTS	0	320	320
Harrisburg School of Beauty Culture	216	0	216
Harrisburg/Steelton-Highspire AVTS	76	0	76
Reading Hospital & Medical Center	0	188	188
Total	292	508	800
Out-of-State	976	949	1,925
Blank	51,581	41,437	93,018

TABLE D-6
EDUCATIONAL PROGRAM IN WHICH ENROLLED IN 1976 BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Business & Commerce Technologies			
Accounting	203	21	224
Banking and Finance	25	0	25
Business Machine Maintenance	0	188	188
Business Management	675	418	1,093
Commercial Art	0	44	44
Cosmetology	216	209	425
Data Processing	101	44	145
Distributive Education	76	0	76
Insurance (CLU)	241	0	241
Photography	76	0	76
Secretarial Science	444	132	576
Total	2,057	1,056	3,113
Health Services & Paramedical Tech			
Health Assistant	0	21	21
Nursing, R.N.	127	188	315
Speech Pathology	25	0	25
Therapeutic Dietician & Nutritionist	25	65	90
Total	177	274	451
Mechanical & Engineering Technologies			
Aeronautical Technology	0	188	188
Air Traffic Control	216	0	216
Auto Mechanics	76	0	76
Carpentry	0	88	88
Electronic Repair & Maintenance	0	44	44
Electronics Technology	25	0	25
Masonry	0	188	188
Total	317	508	825
Natural Science Technologies			
Environmental Health Technology	25	188	213
Horticulture & Landscaping	0	21	21
Total	25	209	234
Public Service & Related Technologies			
Police Science (Law Enforcement)	101	0	101

TABLE D-6 (Cont.)

EDUCATIONAL PROGRAM IN WHICH ENROLLED IN 1976 BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Traditional College Majors			
Engineering	560	253	813
Social Sciences	1,719	1,380	3,099
Natural Sciences	585	253	838
Physical Sciences	51	188	239
Mathematics	0	44	44
Communications	458	562	1,020
Fine Arts	0	188	188
Business Administration	228	609	837
Education	329	1,095	1,424
Total	3,930	4,572	8,502
Blank	51,632	41,393	93,025

TABLE D-7
CURRENT EMPLOYMENT STATUS REPORTED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Employed full-time	28,859	23,746	52,605
Employed part-time	4,782	3,312	8,094
In military services	152	442	594
Homemaker	10,540	9,896	20,436
Unemployed	1,766	1,947	3,713
Retired	7,645	5,533	13,178
(Blank)	4,501	3,037	7,538

TABLE D-8
AGE OF TRI-COUNTY ADULT RESPONDENTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
18-19 years	1,692	2,675	4,367
20-24 years	7,125	6,182	13,307
25-34 years	14,428	11,828	26,256
35-44 years	9,393	8,202	17,595
45-54 years	8,001	6,768	14,769
55-64 years	6,439	4,787	11,226
65 and over	6,678	4,436	11,114
(Blank)	4,490	3,037	7,527

TABLE D-9

PREFERRED SCHEDULE FOR CLASSES BY TRI-COUNTY ADULTS

	Monday			Tuesday		
	Projected Number					
	East Shore residents	West Shore residents	Tri-County total	East Shore residents	West Shore residents	Tri-County total
Early morning (7-8 a.m.)	3,513	1,892	5,405	3,131	1,804	4,935
Mid-morning (8-10 a.m.)	3,805	3,973	7,778	3,906	3,237	7,143
Late morning (10-12 noon)	6,911	4,996	11,907	6,592	4,552	11,144
Lunch hour	2,582	762	3,344	2,557	529	3,086
Early afternoon (1-3 p.m.)	4,441	3,950	8,391	4,097	3,506	7,603
Late afternoon (3-5 p.m.)	1,947	1,147	3,094	1,947	1,059	3,006
Early evening (5-7 p.m.)	7,923	6,491	14,414	8,077	5,652	13,729
Evening (7-10 p.m.)	18,615	16,867	35,482	19,315	17,049	36,364

	Wednesday			Thursday		
	Projected Number					
	East Shore residents	West Shore residents	Tri-County total	East Shore residents	West Shore residents	Tri-County total
Early morning (7-8 a.m.)	3,297	2,057	5,354	3,055	2,081	5,136
Mid-morning (8-10 a.m.)	3,346	3,864	7,210	3,219	3,696	6,915
Late morning (10-12 noon)	5,866	4,389	10,255	5,509	3,898	9,407
Lunch hour	2,341	529	2,870	2,149	718	2,867
Early afternoon (1-3 p.m.)	4,631	3,310	7,941	4,339	2,985	7,324
Late afternoon (3-5 p.m.)	2,265	1,146	3,411	2,240	1,400	3,640
Early evening (5-7 p.m.)	8,421	5,141	13,562	7,922	5,846	13,768
Evening (7-10 p.m.)	20,666	16,069	36,735	19,991	16,807	36,798

TABLE D-9 (Cont.)

PREFERRED SCHEDULE FOR CLASSES BY TRI-COUNTY ADULTS

	Friday			Saturday		
	Projected Number					
	East Shore residents	West Shore residents	Tri-County total	East Shore residents	West Shore residents	Tri-County total
Early morning (7-8 a.m.)	3,323	2,160	5,483	3,818	2,207	6,025
Mid-morning (8-10 a.m.)	2,799	3,490	6,289	5,014	4,753	9,767
Late morning (10-12 noon)	4,606	3,563	8,169	6,469	4,879	11,348
Lunch hour	2,124	508	2,632	2,761	1,295	4,056
Early afternoon (1-3 p.m.)	3,856	3,692	7,548	5,281	3,725	9,006
Late afternoon (3-5 p.m.)	1,806	1,038	2,844	3,793	2,533	6,326
Early evening (5-7 p.m.)	5,977	4,190	10,167	4,887	2,951	7,838
Evening (7-10 p.m.)	14,495	12,517	27,012	6,469	4,985	11,454

	Sunday		
	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Early morning (7-8 a.m.)	1,871	995	2,866
Mid-morning (8-10 a.m.)	2,456	1,954	4,410
Late morning (10-12 noon)	3,054	1,500	4,554
Lunch hour	1,539	1,227	2,766
Early afternoon (1-3 p.m.)	4,912	2,427	7,339
Late afternoon (3-5 p.m.)	3,259	2,404	5,663
Early evening (5-7 p.m.)	3,830	2,869	6,699
Evening (7-10 p.m.)	4,570	3,978	8,548

TABLE D-10
LOCATION OF CLASSES DESIRED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Public School building	18,490	19,461	37,951
H.A.C.C. campus	21,731	11,841	33,572
AVTS	9,305	8,801	18,106
Place of employment	3,308	2,003	5,311
Meeting hall	2,111	1,236	3,347
Apartment complex	2,113	442	2,555
Other	4,122	3,346	7,468

TABLE D-11
COURSE FORMAT PREFERRED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Semester-length courses			
2 1/2-hour classes once a week for 15 weeks	19,315	17,293	36,608
1 1/4-hour classes 2 times a week for 15 weeks	15,230	12,704	27,934
1-hour classes 3 times a week for 15 weeks	9,428	6,160	15,588
Concentrated courses			
3-hour classes 5 times a week for 5 weeks	20,374	12,840	33,214
5-hour classes 5 times a week for 3 weeks	1,564	1,851	3,415
Short courses			
1-hour classes 3 times a week for 5 weeks	20,170	13,537	33,707
1-hour classes once a week for 15 weeks	11,833	8,280	20,113
1-hour classes 5 times a week for 3 weeks	4,454	3,516	7,970

TABLE D-12
AMOUNT OF EDUCATION COMPLETED AND DESIRED BY TRI-COUNTY ADULTS

	Completed			Desired		
	Projected Number					
	East Shore residents	West Shore residents	Tri-County total	East Shore residents	West Shore residents	Tri-County total
Less than high school	5,420	3,208	8,628	0	0	0
High school graduate	18,180	17,874	36,054	3,042	1,676	4,718
Some college, but no degree	3,475	1,706	5,181	788	1,606	2,394
Commercial or technical school graduate	8,911	6,759	15,670	6,300	6,613	12,913
Two-year degree program graduate	2,454	2,213	4,667	8,285	5,902	14,187
Four-year degree program graduate	7,149	6,916	14,065	8,998	6,412	15,410
Post-baccalaureate degree	1,972	1,259	3,231	3,396	3,072	6,468
Other	419	173	529	469	870	1,339
(Blank)	10,265	7,806	18,071	26,969	21,762	48,731

TABLE D-13
DESIRED OCCUPATION OF TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Agri-Business & Natural Resources			
Farmers and farm managers	368	217	585
Land and water management	241	697	938
Petroleum & related products positions	0	44	44
Total	609	958	1,567
Business & Office Occupations			
Accountants	1,398	1,144	2,542
Office supervision	76	21	97
Bookkeeper	216	483	699
Secretary-stenographer	723	1,277	2,000
Clerical	292	209	501
Systems analyst	76	0	76
Computer programmer or operator	228	886	1,114
Keypuncher	101	85	186
Total	3,110	4,105	7,215
Communications and Media			
Graphic Arts	292	44	336
Newspaper/printing positions	317	232	549
Commercial art	25	986	1,011
Photographer or lithographer	509	398	907
Radio positions	216	0	216
Television positions	76	0	76
Total	1,435	1,660	3,095
Construction			
Architects, drafting & blueprinting	216	209	425
Engineers	509	483	992
Carpenter	509	662	1,171
Plumber	216	65	281
Metal worker	216	0	216
Welder	292	0	292
Masonry	216	188	404
Contracting office operations	0	21	21
Equipment operator	216	0	216
Interior design, decoration, furnishing	469	747	1,216
Landscaping	0	209	209
Total	2,859	2,584	5,443

TABLE D-13 (Cont.)
DESIRED OCCUPATION OF TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Services Related to Consumers & Homemakers			
Food product development, testing, delivery	267	65	332
Clothing apparel & textile industry	216	21	237
Child care and guidance positions	368	0	368
Teaching	1,730	1,719	3,449
Family & community services positions	889	1,136	2,025
Institutional/household maintenance svcs.	216	0	216
Total	3,686	2,941	6,627
Fine Arts and Humanities			
Entertainers and performers	216	0	216
Creative Writing	585	509	1,094
Total	801	509	1,310
Health Occupations			
Doctors, dentists, pharmacists, psychologists	864	647	1,511
Nurse, R.N.	2,228	997	3,225
Nurse, L.P.N.	1,373	317	1,690
Medical and dental assistant	216	44	260
Other health service workers	2,012	1,406	3,418
Total	6,693	3,411	10,104
Hospitality and Recreation			
Recreation occupations	25	44	69
Restaurant occupations	0	65	65
Total	25	109	134
Manufacturing			
Assembly worker	76	0	76
Supervision and product development	76	188	264
Machine operators	0	44	44
Total	152	232	384
Marketing & Distribution Occupations			
Retail or wholesale business positions	3,004	2,475	5,479
Marketing services	317	694	1,011
Total	3,321	3,169	6,490

TABLE D-13 (Cont.)
DESIRED OCCUPATION OF TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Personal Services Occupations			
Beauticians and barbers	853	465	1,318
Domestic service positions	0	44	44
Mortuary science	0	188	188
Total	853	697	1,550
Transportation			
Truckdrivers & trucking occupations	0	44	44
Cab drivers & deliverypersons	0	188	188
Auto & truck mechanics	534	803	1,337
Aerospace transportation positions	76	44	120
Total	610	1,079	1,689
Public Service & Related Occupations			
Federal, state & local agencies	317	209	526
Military science	216	0	216
Police and firefighter	292	361	653
Legal services judge or lawyer	1,514	1,068	2,582
Total	2,339	1,638	3,977
Other Professions			
Clergy & ministerial services	228	0	228
Librarians	216	0	216
Research workers	292	0	292
Scientist, chemist, biochemist	534	606	1,140
Modeling	241	21	262
Airline stewardess	0	188	188
Electronics & appliance repair	1,170	341	1,511
Total	2,681	1,156	3,837
Occupation Not Listed & Blanks	29,196	23,895	53,091

TABLE D-14
CHILD CARE SERVICES DESIRED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Yes	8,984	7,397	16,381
No	11,006	11,127	22,133
N/A and Blank	38,255	29,388	67,643

TABLE D-15
INTEREST IN TELEVISION COURSE EXPRESSED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Very interested	15,701	11,434	27,135
Somewhat interested	19,060	16,940	36,000
Not interested and Blank	23,484	19,539	43,023

TABLE D-16
INTEREST IN CONTRACT COURSE EXPRESSED BY TRI-COUNTY ADULTS

	Projected Number		
	East Shore residents	West Shore residents	Tri-County total
Very interested	14,730	10,605	25,335
Somewhat interested	15,244	14,497	29,741
Not interested and Blank	28,273	22,811	51,084

APPENDIX E

EMPLOYERS

TABLE E-1
LIST OF ORGANIZATIONS RESPONDING TO EMPLOYER SURVEY

Local Government--East Shore

Dauphin Borough
Dauphin County
East Hanover Twp.
Elizabethville Borough
Gratz Borough
Hummelstown Borough
Lower Paxton Twp.
Lower Swatara Twp.
Middletown Borough
Millersburg Borough
Paxtang Borough
Penbrook Borough
Swatara Twp.
West Hanover Twp.
Williamstown Borough

Total responses = 15
Total sent = 27
Response rate = 55.6%

Local Government--West Shore

Blain Borough
Camp Hill Borough
Lower Allen Twp.
Marysville Borough
Mechanicsburg Borough
Mt. Holly Springs Borough
New Cumberland Borough
Newburg Borough
Newport Borough
Penn Twp.
Shippensburg Borough
Shiremanstown Borough
Silver Spring Twp.
Upper Allen Twp.

Total responses = 14
Total sent = 31
Response rate = 45.2%

Business/Industry--East Shore

Bell Telephone Co.
Bethlehem Steel Corp.
Brookwood Farms, Inc.
Capital Bakers, Inc.
Commonwealth Comm. Svcs.
Gannett, Fleming, Corddry & Carpenter
Harrisburg Childrens Dress Co.
Harrisburg Steel Co.
Hershey Creamery Co.
Hershey Foods Corp.
Jackson Manufacturing Co.
Lenkerbrook Farms, Inc.
J. Horace McFarland Co.
Muskin Shoe Co.
Patriot-News Co
J. C. Penney Co., Inc.
Penna. Power & Light
Pennsy Supply, Inc.
Stanley Spring Works
Standard Milling Co.
Swab Wagon Co., Inc.
TRW, Inc.
UGI Corp.
John Wanamaker

Total responses = 24
Total sent = 69
Response rate = 34.8%

TABLE E-1 (Cont.)
LIST OF ORGANIZATIONS RESPONDING TO EMPLOYER SURVEY

Business/Industry--West Shore

American Can Co
Book of the Month Club
Carlisle Tire & Rubber
Cumberland Bridge Co.
Davenport Big Boy, Inc.
Erie Frequency Control
G S Electric
Hbg. Coca-Cola Bottling
Hempt Brothers, Inc.
P R Hoffman Co.
Kesslers, Inc.
Keystone Railway Equipment
IBM Corp
Masland & Sons
Piezo Crystal Co.
PPG Industries, Inc.
Quaker Oats Co.
Ralston Purina Company
Reeves-Hoffman
Rite Aid Corp.
Roadway Express Inc.
Schweitzer Division
Sears Roebuck & Co.
SGL Abrasives, Inc.
United Telephone Co.
Valley Baking Co., Inc.

Total responses = 26
Total sent = 64
Response rate = 40.6%

Banks/Savings & Loan Associations--East Shore

Dauphin Deposit Trust Co.
National Central Bank

Total responses = 2
Total sent = 3
Response rate = 66.7%

Banks/Savings & Loan Associations--West Shore

Cumberland County National Bank

Total responses = 1
Total sent = 1
Response rate = 100%

Insurance Companies--East Shore

Capital Blue Cross
Penna. National Insurance

Total responses = 2
Total sent = 3
Response rate = 66.7%

Insurance Companies--West Shore

Penna. Blue Shield

Total responses = 1
Total sent = 1
Response rate = 100%

TABLE E-1 (Cont.)
LIST OF ORGANIZATIONS RESPONDING TO EMPLOYER SURVEY

Medical Organizations--East Shore

Harrisburg Hospital

Total responses = 2
Total sent = 4
Response rate = 50%

M. S. Hershey Medical Center

Medical Organizations--West Shore

Blue Ridge Haven West

Total responses = 2
Total sent = 2
Response rate = 100%

Holy Spirit Hospital

State/Federal Government--East Shore

Federal Building

Total responses = 2
Total sent = 3
Response rate = 66.7%

State Civil Service Commission

State/Federal Government--West Shore

Total sent = 0

SURVEY TOTALS

East Shore

Total responses = 47
Total sent =109
Response rate = 43.1%

West Shore

Total responses = 44
Total sent = 99
Response rate = 44.4%

Tri-County

Total responses = 91
Total sent =208
Response rate = 43.8%

TABLE E-2
PRESENT EMPLOYMENT/TRAINING NEEDS
OF EMPLOYERS BEING MET

	Number Responding		
	Yes	No	Blank
Loc. Govt-East	9	3	3
Loc. Govt-West	9	3	2
Loc. Govt-Total	18	6	5
Indstry-East	22	2	0
Indstry-West	15	9	2
Indstry-Total	37	11	2
Finc'l-East	2	0	0
Finc'l-West	1	0	0
Finc'l-Total	3	0	0
Insrnce-East	1	0	1
Insrnce-West	0	0	1
Insrnce-Total	1	0	2
Medical-East	1	1	0
Medical-West	2	0	0
Medical-Total	3	1	0
State/Fed.-East	2	0	0
State/Fed.-West	0	0	0
State/Fed.-Total	2	0	0
Total-East	37	6	4
Total-West	27	12	5
Total-Tri. Co.	64	18	9

TABLE E-3
TRAINING NEEDS OF CURRENT EMPLOYEES

	# of Employees Needing Training		
	Total East Shore	Total West Shore	Total Tri-County
Business & Commerce Technologies			
Accounting	3+	13+	16+
Banking and Finance	+	0	+
Bookkeeping	6	12+	18+
Business Administration	+	26+	26+
Business Management	3+	30+	33+
Communication Media	1	0	1
Data Processing	2+	+	2+
Food Services	0	+	+
Insurance (CLU)	+	0	+
Keypunch Operator	0	30+	30+
Labor & Industrial Relations	1+	0	1+
Retailing	0	5+	5+
Secretarial Science	15+	51+	66+
Traffic Transportation Tech	0	1	1
Total	31+	168+	199+
Health Services & Paramedical Tech			
Dental Assistant	0	10	10
Dental Hygiene	0	15	15
Total	0	25	25
Mechanical & Engineering Technologies			
Auto Service Specialist	1	0	1
Auto Body Repair	1	0	1
Auto Mechanics	8	3	11
Building Construction & Maintenance	3	4+	7+
Civil Technology/Surveying	7+	0	7+
Diesel Mechanics	1	0	1
Drafting & Design Technology	2	2+	4+
Electricity, Industrial (Construction)	0	1+	1+
Electro-Mechanical Engineering Tech	+	+	+
Electronic Repair & Maintenance	0	+	+
Electronics Technology	+	+	+
Instrumentation Technology	0	1	1
Machine Shop	0	3	3
Materials Handling	0	1	1
Mechanical Technology	0	2+	2+
Metals Technology	0	2	2
Quality Control	0	2+	2+
Welding/Sheet Metal Work	0	3+	3+
Total	23+	24+	47+

TABLE E-3 (Cont.)
TRAINING NEEDS OF CURRENT EMPLOYEES

	# of Employees Needing Training		
	Total East Shore	Total West Shore	Total Tri-County
Natural Science Technologies			
Pollution Control (Waste-Water)	3	5	8
Sanitation Technician	5	2	7
Total	8	7	15
Public Service & Related Technologies			
Fire-Fighting/Safety Technology	0	2	2
Library Technology	4	0	4
Police Science (Law Enforcement)	0	3+	3+
Recreation Program Leadership	2	0	2
Urban and Regional Planning	2	0	2
Total	8	5+	13+
Others			
Equipment Operator	0	1	1
Supervisory	0	13+	13+
Baking	0	4	4
Total	0	18+	18+

Note: Plus (+) and minus (-) signs reflect the direction of change as noted by employers who did not provide exact numbers.

TABLE E-4
TRAINING NEEDS OF NEW EMPLOYEES

	# of Employees Needing Training		
	East Shore Total	West Shore Total	Tri-County Total
Business & Commerce Technologies			
Accounting	+	7+	7+
Bookkeeping	+	3	3+
Business Administration	+	2+	2+
Business Management	0	101+	101+
Data Processing	0	7+	7+
Food Services	0	+	+
Retailing	+	+	+
Secretarial Science	14+	7+	21+
Traffic Transportation Tech	0	+	+
Total	14+	127+	141+
Health Services & Paramedical Tech			
Health Assistant	25	0	25
Inhalation Therapy	3	0	3
Medical Laboratory Technology	5	0	5
Medical Secretary	10+	0	10+
Nursing, Practical	12	0	12
Nursing, R.N.	25+	0	25+
Total	80+	0	80+
Mechanical & Engineering Technologies			
Air Conditioning & Heating	2	0	2
Auto Mechanics	1	2	3
Building Construction & Maintenance	0	+	+
Carpentry	+	0	+
Civil Technology/Surveying	2	0	2
Drafting & Design Technology	0	1+	1+
Electro-Mechanical Engineering Tech	0	5+	5+
Electronics Technology	+	1	1+
Machine Shop	0	1	1
Materials Handling	2	0	2
Mechanical Technology	0	1	1
Quality Control	0	+	+
Welding/Sheet Metal Work	+	+	+
Total	7	11	18

TABLE E-4 (Cont.)
TRAINING NEEDS OF NEW EMPLOYEES

	# of Employees Needing Training		
	Total East Shore	Total West Shore	Total Tri-County
Natural Science Technologies			
Pollution Control (Waste-Water)	2	1	3
Sanitation Technician	2	1+	3+
Total	4	2+	6+
Public Service & Related Technologies			
Police Science (Law Enforcement)	+	1+	1+
Recreation Program Leadership	+	0	+
Social Work Assistant	2	0	2
Total	2+	1+	3+
Traditional College Majors			
Engineering	0	+	+
Physical Sciences	0	+	+
Total	+	+	+
Others			
Equipment Operator	0	1	1
Supervisory	0	+	+
Food/Meat Processing	0	+	+
Baking	0	+	+
RN refresher	30	0	30
LPN refresher	15	0	15
Total	45	1+	46+

Note: Plus (+) and minus (-) signs reflect the direction of change as noted by employers who did not provide exact numbers.

TABLE E-5
RATING OF METHODS FOR TRAINING EMPLOYEES

	Total East Shore			Total West Shore			Total Tri-County		
	Impt	Some Impt	No Impt	Impt	Some Impt	No Impt	Impt	Some Impt	No Impt
On-the-job training planned by employer	35	5	1	37	2	1	72	7	2
Specialty courses	13	16	8	15	21	4	28	37	12
On-the-job training planned by employer and school	8	17	12	17	12	10	25	29	22
General education courses	5	16	14	6	16	15	11	32	29

TABLE E-6
INCENTIVES AVAILABLE TO EMPLOYEES FOR CONTINUING EDUCATION

	Pre-service training	Tuition assistance	Release time for school	Release time for training	Addtnl pay or promotion	None
Loc. Govt-East	2	8	9	3	6	2
Loc. Govt-West	2	9	7	2	2	1
Loc. Govt-Total	4	17	16	5	8	3
Indstry-East	13	15	8	6	3	1
Indstry-West	18	20	5	7	12	1
Indstry-Total	31	35	13	13	15	2
Finc'l-East	2	2	2	1	0	0
Finc'l-West	1	1	0	0	0	0
Finc'l-Total	3	3	2	1	0	0
Insrnce-East	2	2	0	1	1	0
Insrnce-West	1	1	0	1	0	0
Insrnce-Total	3	3	0	2	1	0
Medical-East	2	2	2	2	1	0
Medical-West	2	1	1	2	2	0
Medical-Total	4	3	3	4	3	0
State/Fed. Govt-East	2	1	1	1	0	0
State/Fed. Govt-West	0	0	0	0	0	0
State/Fed. Govt-Total	2	1	1	1	0	0
Total-East Shore	23	30	22	14	11	3
Total-West Shore	24	32	13	12	16	2
Total-Tri-County	47	62	35	26	27	5

TABLE E-7

ANTICIPATED CHANGES IN WORK FORCE WITHIN NEXT THREE YEARS

	# of organizations			
	Expansion	No Change	Cutbacks	Blank
Loc. Govt-East	3	9	1	2
Loc. Govt-West	3	6	0	4
Loc. Govt.-Total	6	15	1	6
Indstry-East	5	12	5	2
Indstry-West	7	15	2	2
Indstry-Total	12	27	7	4
Finc'l-East	2	0	0	0
Finc'l-West	0	0	0	1
Finc'l-Total	2	0	0	1
Insrnce-East	1	1	0	1
Insrnce-West	1	0	0	0
Insrnce-Total	2	1	0	1
Medical-East	1	0	0	0
Medical-West	0	2	0	0
Medical-Total	1	2	0	0
State/Fed. Govt.-East	0	1	1	0
State/Fed. Govt.-West	0	0	0	0
State/Fed. Govt.-Total	0	1	1	0
Total-East Shore	12	23	7	5
Total-West Shore	11	23	2	7
Total-Tri-County	23	46	9	12

TABLE E-8
AREAS AFFECTED BY ANTICIPATED CHANGES IN WORK FORCE
WITHIN NEXT THREE YEARS

	Net Change in Work Force		
	Total East Shore	Total West Shore	Total Tri-County
Business & Commerce Technologies			
Accounting	+1	+	+1
Business Administration	0	+4	+4
Business Management	+3	+1	+4
Data Processing	0	+3	+3
Graphic Arts & Printing	+3	0	+3
Keypunch Operator	0	+	+
Retailing	0	+3	+3
Secretarial Science	+1	+1	+2
Total	+8	+12	+20
Health Services & Paramedical Tech			
Health Assistant	+	0	+
Medical Secretary	+	0	+
Nursing, Practical	+6	0	+6
Nursing, R.N.	+18	0	+18
Total	+24	0	+24
Mechanical & Engineering Technologies			
Building Construction & Maintenance	0	+1	+1
Drafting & Design Technology	0	+2	+2
Electricity, Industrial (Construction)	0	0	0
Electronics Tech	+5	0	+5
Instrumentation Technology	+1	0	+1
Mechanical Technology	+3	+3	+6
Quality Control	0	+6	+6
Total	+9	+12	+21
Natural Science Technologies			
Pollution Control (Waste-Water)	+3	+7	+10
Sanitation Technician	0	+1	+1
Total	+3	+8	+11
Public Service & Related Technologies			
Commercial Security	-2	0	-2
Police Science (Law Enforcement)	0	+3	+3
Total	-2	+3	+1

TABLE E-8 (Cont.)
AREAS AFFECTED BY ANTICIPATED CHANGES IN WORK FORCE
WITHIN NEXT THREE YEARS

	Net Changes in Work Force		
	Total East Shore	Total West Shore	Total Tri-County
Traditional College Majors			
Engineering	+2	+4	+6
Physical Science	+1	0	+1
Total	+3	+4	+7
Others			
Adhesive Binding	+2	0	+2
Equipment Operator	0	+1	+1
Food/Meat Processing	0	+6	+6
Highway Workers	0	+2	+2
Nurses Aide	+	0	+
Supervisory	+2	+2	+4
Truck Driver	+1	0	+1
Total	+5	+11	+16

COMMUNITY EDUCATIONAL NEEDS ASSESSMENT

High School Student Questionnaire

This survey is being conducted as a joint project of the area vocational schools and Harrisburg Area Community College with the help of school districts in Dauphin, Cumberland and Perry Counties. The purpose of the survey is to obtain information on your educational plans to assist the participating institutions in planning programs. Please answer every question.

Name of High School: _____

Grade in school (check one): ____9th, ____10th, ____11th, ____12th

Sex (check one): ____Male, ____Female

Do you attend an Area Vocational Technical School? ____yes, ____no

Directions: Be sure to answer every question below as sincerely and thoughtfully as you can. Answer every question, even if your plans are not definite. Most of the questions can be answered by just marking an X in the blank to the left of your answer. Mark only one answer to each question.

1. Is your current high school program designed to prepare you to go to a college or university?

   ____a. yes
   ____b. no

2. Are you in one of the following programs?

Business	Vocational/Technical	Home Economics
Commercial	Industrial Arts	Agriculture

   ____a. yes
   ____b. no

   If "yes," please write the exact name of your program below. Then, select the code number from 1 to 95 on Page Y which best matches this program. Write the code number in the space provided below.

   _____ _____
   Program Code Number from Pg. Y

3. What occupation would you most like to enter after you complete your education? Write that occupation below. Then, select the code number from Page Z which best matches this occupation, and write that code number in the space provided.

   _____ _____
   Occupation Code Number from Pg. Z

(continue on reverse side)

4. How sure are you that you will enter the occupation you listed in Question 3?

___a. I definitely will enter
___b. I probably will enter
___c. I may not enter
___d. I don't know

5. What is the greatest amount of education you want during your life? (check one)

___a. I don't expect to finish high school.

___b. I expect to graduate from high school.

___c. I expect to complete a vocational or technical training program beyond high school.

___d. I expect to complete a commercial or business training program beyond high school.

___e. I expect to obtain some college or university training, but not to receive a degree.

___f. I expect to complete a degree program at a community college or two-year university extension.

___g. I expect to graduate from a four-year college or university.

___h. I expect to study for an advanced degree beyond a four-year college or university.

___i. Other educational plans. (Please describe): _____

_____

6. What do you plan to do during the year immediately after you leave high school? (check one)

___a. Enter military service.

___b. Take a full-time job that does not require taking on-the-job education or after-hours education.

___c. Take a full-time job that does require taking on-the-job education or after-hours education.

___d. I expect to attend some type of school or college full-time, with no job.

___e. I expect to attend some type of school or college full-time, with a part-time job.

___f. I plan to take a full-time job and go to school or college part-time.

___g. I have plans not listed above. Please describe: _____

_____

___h. I don't have any idea what I will be doing after high school.

7. Where will your planned activities mentioned in Question 6 be located?

___a. Within commuting distance of my present home.
___b. Too far away to commute from my present home.
___c. I don't know

8. If you are not planning to attend school or college within a year after high school, how important are each of the following reasons for not doing so? Be sure to answer each item with a checkmark.

	Very Important	Important	Minor Importance	Doesn't apply to me
a. Attending school or college after high school would not help me to do the things in which I am most interested.	___	___	___	___
b. I want to get a job and start earning a living as soon as possible.	___	___	___	___
c. I have to start earning a living in order to support myself.	___	___	___	___
d. It would cost more than my parents could afford.	___	___	___	___
e. I would rather get married.	___	___	___	___
f. My high school grades are too low.	___	___	___	___
g. I don't like to study.	___	___	___	___
h. I don't think I have the ability.	___	___	___	___
i. My parents or guardians do not want me to go.	___	___	___	___
j. Most of my friends will not go to school or college after high school.	___	___	___	___
k. I probably could not use additional education on the job.	___	___	___	___

l. Other reasons (please describe): _____

_____

(continue on reverse side)

9. If you are planning to continue your education anytime after you leave high school, what type of school or college do you plan to attend first?

___a. Vocational or technical school beyond 12th grade
___b. Commercial or business school beyond 12th grade
___c. Community college or two-year university extension center part-time
___d. Community college or two-year university extension center full-time
___e. Four-year college or university part-time
___f. Four-year college or university full-time
___g. I am not planning to to to school or college at any time
___h. Other education plans (please describe): _____

_____

If you know now what school or college you would like to attend, write that school's name here:

_____

10. How likely are you to attend the type of school or college you checked in Question 9?

___a. I am almost sure to attend.
___b. I am likely to attend.
___c. I may possibly attend.
___d. I am not planning to go to school or college after high school.

11. When do you plan to begin your education at the school or college of your choice?

___a. I plan to enter a school or college right after I leave high school.
___b. I plan to enter a school or college after completing military service.
___c. I plan to enter a school or college after I have worked a year or more.
___d. I may attend a school or college sometime in the future, but my plans are not definite.
___e. I do not plan to go to school or college at any time.

12. What educational program would you most like to complete after you leave high school? Write the name of that program below. Then, select the code number from Page Y which best matches this program. Write the code number in the space provided.

_____ _____
Program Code Number from Pg. Y

LIST OF EDUCATIONAL PROGRAMS

In Questions 2 and 12, you were asked to refer to this program list in order to select a code number. Review the programs listed below, and then use the proper code to answer the question. For Question 2, use codes 1 to 95. For Question 12, use codes 1 to 104. If the program is not listed on this sheet, use code 95.

Business & Commerce Technologies

1. Accounting
2. Banking and Finance
3. Bookkeeping
4. Business Administration
5. Business Education
6. Business Machine Maintenance
7. Business Management
8. Commercial Art
9. Communication Media
10. Cosmetology
11. Court Reporting
12. Data Processing
13. Distributive Education
14. Food Services
15. Graphic Arts & Printing
16. Hotel-Motel & Restaurant Mgmt.
17. Insurance (CLU)
18. Keypunch Operator
19. Labor & Industrial Relations
20. Photography
21. Real Estate
22. Retailing
23. Secretarial Science
24. Textile and Apparel Arts
25. Theatre Arts
26. Traffic Transportation Tech

Health Services & Paramedical Tech

27. Biomedical Electronics
28. Dental Assistant
29. Dental Hygiene
30. Dental Laboratory Technology
31. Emergency Medical Services
32. Health Assistant
33. Inhalation Therapy
34. Medical Laboratory Technology
35. Medical Secretary
36. Mental Health Aide
37. Mortuary Science
38. Nuclear Medical Technician
39. Nursing Home Administration
40. Nursing, Practical
41. Nursing, R.N.
42. Occupational Therapy
43. Physical Therapist
44. Radiological Technology
45. Speech Pathology
46. Therapeutic Dietician & Nutritionist

Mechanical & Engineering Technologies

47. Aeronautical Technology
48. Air Conditioning and Heating
49. Aircraft Maintenance
50. Air Traffic Control
51. Architectural Building Technology
52. Auto Service Specialist
53. Auto Body Repair
54. Auto Mechanics
55. Aviation Science
56. Building Construction & Maintenance
57. Carpentry
58. Chemical Technology

Mechanical & Engineering Technologies (cont.)

59. Civil Technology/Surveying
60. Diesel Mechanics
61. Drafting & Design Technology
62. Electricity, Industrial (Construction)
63. Electro-Mechanical Engineering Tech
64. Electronic Repair & Maintenance
65. Electronics Technology
66. Instrumentation Technology
67. Machine Shop
68. Masonry
69. Materials Handling
70. Mechanical Technology
71. Metals Technology
72. Nuclear Technology
73. Plastics Technology
74. Quality Control
75. Welding/Sheet Metal Work

Natural Science Technologies

76. Agriculture
77. Biological Technology
78. Environmental Health Technology
79. Forest Technology
80. Horticulture & Landscaping
81. Pollution Control (Waste-Water)
82. Sanitation Technician

Public Service & Related Technologies

83. Child Care/Pre-Elementary Education
84. Commercial Security
85. Fire-Fighting/Safety Technology
86. Library Technology
87. Para-Legal (Legal Assistant)
88. Penal & Correctional Technology
89. Police Science (Law Enforcement)
90. Recreation Program Leadership
91. Social Work Assistant
92. Teacher's Aide
93. Urban and Regional Planning
94. Vocational Teacher Training

Program Not Listed on This Sheet - use code 95

Traditional College Majors (for Question 12 only)

96. Engineering: All types--Electrical, Mechanical, etc.
97. Social Sciences: History, Political Science, Psychology, Sociology, Pre-Law, etc.
98. Natural Sciences: Biology, Ecology, Pre-Med, Pre-Dental, etc.
99. Physical Sciences: Physics, Chemistry, Astronomy, etc.
100. Mathematics
101. Communications: English, Journalism, Languages, etc.
102. Fine Arts: Art, Music, Theatre, etc.
103. Business Administration
104. Education: Teaching

Program Not Listed on This Sheet - use code 95

LIST OF OCCUPATIONS

In Question 3 you were asked to refer to this list of occupations in order to select a code number. Review the occupations listed below, and then use the proper code to answer the question. If the occupation is not listed on this sheet, use code 93.

AGRI-BUSINESS AND NATURAL RESOURCES
1. Farmers and Farm Managers, Incl. Horticulture and Greenhouses
2. Land and Water Management, Incl. Fisheries and Wildlife Forests, Parks, and Waterways Water Conservation and Hydro-Electric Power
3. Petroleum and Related Products -- All Positions
4. Mining and Quarrying -- All Positions

BUSINESS AND OFFICE OCCUPATIONS
Accounting
5. Accountants, Professional
Secretary -- Commercial
6. Office Supervision
7. Bookkeeper
8. Secretary-Stenographer
9. Clerical
10. Cashier
11. Office Machine Operator
Data Processing
12. Systems Analyst
13. Computer Programmer Computer Operator
14. Keypuncher
15. Maintenance

COMMUNICATIONS AND MEDIA
Publishing
16. Graphic Arts, Incl. Artists
17. Newspaper/Printing, Incl. Editors, Reporters, Printers
18. Commercial Art
Audio-Visual & Language
19. Photographer or Lithographer
20. Recordings, Incl. Electronic and Audio Systems
Broadcasting
21. Radio -- All Positions
22. T-V -- All Positions
Line Communications
23. Data Transmission -- All Positions
24. Telegraph and Telephone -- All Positions

CONSTRUCTION
Design
25. Architects, Drafting, and Blueprinting
26. Engineers: Civil, Electrical & Mechanical
Building-Construction Trades, Incl. Self-Employed & Workers
27. Carpenter
28. Painter
29. Plumber
30. Electrician
31. Roofer
32. Metal Worker
33. Welder
34. Masonry
35. Glass and Plastic
Contracting Operations
36. Office Operations, Incl. Estimating, Expediting, etc.
37. Equipment Operators
Beautification
38. Interior Design, Docoration, and Furnishing
39. Landscaping

SERVICES RELATED TO CONSUMERS AND HOMEMAKERS, INCL. EDUCATIONAL & SOCIAL AGENCIES
40. Food Product Development, Testing, and Delivery
41. Clothing Apparel and Textile Industry -- All Positions
42. Child Care and Guidance: Guidance in Public and Private Agencies
43. Teaching, Incl. School Administrators, Counselors, and Teachers
44. Family and Community Services; Public Housing, Consumer Counseling, Social Welfare, Family Planning
45. Institutional/Household Maintenance Services

ENVIRONMENT
46. Soil and Mineral Conservation and Control
47. Space and Atmospheric Monitoring and Control
48. Environmental Health Services: Research and Development of Community and Industrial Health Services
49. Control of Urban/Rural Manmade Environment

FINE ARTS AND HUMANITIES
50. Entertainers: Musicians, Actors, Athletes, and Other Performers
51. Creative Writing: Novelists, Short Story, etc.

HEALTH OCCUPATIONS
52. Doctors, Dentists, Pharmacists, and Psychologists
53. Nurse - RN
54. Nurse - LPN
55. Medical and Dental Assistant
56. Health Services Administrators
57. Other Health Service Workers

HOSPITALITY AND RECREATION
58. Hotel/Motel Occupations
59. Recreation Occupations, Incl. Providing for Worthy Use of Leisure Time
60. Restaurant Occupations

MANUFACTURING -- ALL PRODUCTS
61. Assembly Worker
62. Supervision and Product Development
63. Machine Operators
64. Inspectors
65. Maintenance
66. Manufacturers' Distribution and Marketing

MARINE SCIENCE OCCUPATIONS
67. Fishing and Fisheries
68. Shipbuilding and Offshore Mineral Development
69. Ships Officers, Sailors, and Hands

MARKETING AND DISTRIBUTION OCCUPATIONS
70. Advertisement Management and Writing
71. Retail or Wholesale Business: Dealers, Managers, Buyers, and Salesmen
72. Warehousing: Handling, Storage, and Shipment
73. Marketing Services: Finance, Credit, and Insurance

PERSONAL SERVICES OCCUPATIONS
74. Beauticians and Barbers
75. Domestic Service: Butler, Maid, Gardener
76. Mortuary Science

TRANSPORTATION
77. Truckdrivers and Trucking Occupations
78. Cab Drivers and Deliverymen
79. Maintenance: Auto and Truck Mechanics, Incl. Body Repairmen
80. Railway Occupations and Water Transport
81. Aerospace Transportation: Commercial Aviation, General Aviation
82. Pipeline Transmission

PUBLIC SERVICE AND RELATED OCCUPATIONS
83. Federal, State, and Local Agencies -- Not Agriculture and Natural Resources
84. Military Science
85. Postal Services
86. Police and Firemen
87. Legal Services: Judges and Lawyers

88. HOUSEWIFE

OTHER PROFESSIONS: EXAMPLES
89. Clergy and Ministerial Services
90. Librarians
91. Research Workers, Non-specified
92. Statistician

OCCUPATIONAL CHOICE NOT LISTED
93.

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*These Career Preference Categories have been derived from the fifteen occupational clusters designed by Project Talent: Developing New Career Guidance System. Refer to the 1971 projects of the Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, Washington, D.C.

COMMUNITY EDUCATIONAL NEEDS ASSESSMENT

ADULT QUESTIONNAIRE

This survey is being conducted as a joint project of the area vocational schools and Harrisburg Area Community College with the help of school districts in Dauphin, Cumberland, and Perry Counties. The purpose of the survey is to obtain information on your educational interests. This information will assist the participating institutions in planning programs.

Directions: Be sure to answer every question below as sincerely and thoughtfully as you can. Try to answer every question, even if your plans are not definite. Most of the questions can be answered by just marking an X in the blank to the left of your answer. Mark only one answer unless otherwise instructed

1. Listed below are adult classes that the area vocational-technical schools and/or the Community College are offering or might ofter. Please check as many classes as you might be interested in taking.

Around the House

___Appliance Repair
___Furniture Refinish/Repair
___Home Repairs in General
___Interior Decorating
___Plumbing
___Reupholstering

Arts & Crafts

___Boutique Crafts
___Ceramics
___Crewel, Embrodiery, Needlepoint
___Decoupage
___Drawing
___Jewelry Making
___Knitting, Crocheting
___Macrame
___Oil Painting
___Photography
___Picture Framing
___Pottery
___Sculpture
___Sewing
___Weaving

Cooking

___Cake Decorating
___Chinese Cooking
___Creative Cooking
___Soul Cooking

General Education

___Creative Writing
___Preparing for a High School Diploma
___Improving Your Reading & Memory
___Short Story Writing
___Speed Reading

Horticulture

___Flower Arranging
___Indoor Gardening & Greenhouse
___Landscaping

Personal Interest

___Building or Buying a Home
___Coping with Death & Dying
___Going It Alone
___How the State Legislature Operates

Personal Interest (cont.)

Languages:

___French
___German
___Hebrew
___Italian
___Pennsylvania Dutch
___Serbo-Croatian Yugoslav
___Spanish

___Obedience School for Dogs
___Popular Misconceptions of the Law for the Lay Person
___Sign Language
___Stocks, Bonds, and Market Investments
___Techniques of Self-Hypnosis
___Wills, Trusts, and Estate Planning

Recreation and Physical Fitness

___Archery
___Backgammon
___Belly Dancing
___Chess
___Fencing
___Golf
___Hawaiian Dancing
___Karate
___Learn to Play Bridge
___Learn to Swim
___Scuba Diving
___Slimnastics
___Square Dancing
___Tennis
___Volleyball
___Yoga

Self-Development

___Human Sexuality
___Improving Parent Effectiveness
___Open Communications in Marriage
___Pre-Retirement Seminar
___Preparing for Marriage
___Transactional Analysis
___Value Sharing for Parents

Technical and Industrial

___Auto Mechanics
___Basic Electricity
___General Electronics
___Masonry
___Small Engine Repair
___Welding
___Woodworking

Other suggestions, please? _____

2. If you had the opportunity to go to school, either part-time or full-time, what college credit program would you most like to take?

   Write the name of that program below (for example: Accounting, Psychology, Diesel Mechanics, Police Science, Drafting, Biology, Dental Assistant, Business Management, Insurance, etc.)

   _____
   Name of Educational Program

3. Many individuals would like additional education but have not had the opportunity to do so. If you are one of these people, check each reason which has been important for you. (You may check more than one reason.)

   ___a. The time spent in my present job prevents me from taking additional education
   ___b. It costs more than I could afford
   ___c. My family obligations do not permit me to take additional education
   ___d. My school grades were too low
   ___e. It costs more than it is worth to me
   ___f. More education will not help me to do the things in which I am most interested
   ___g. I don't like to study
   ___h. I would need babysitting services to be able to take courses
   ___i. The courses I would like to take are not offered at a time or place that is convenient to me. Name of courses or program: _____
   ___j. I feel that I am too old to continue my education
   ___k. Other (please describe): _____

4. If you have attended or plan to attend a school or college during 1976, please write that school's name below. Then, write the name of the program or courses you have taken or plan to take.

   _____
   Name of School

   _____
   Program or Courses

5. What is your current employment status? Place a check to the left of the item that best represents what you are doing now. (Check only one item.)

   ___a. Employed full-time
   ___b. Employed part-time
   ___c. In military services
   ___d. Homemaker
   ___e. Unemployed
   ___f. Retired

6. Please mark an X on the line to the left of your age group.

   ___a. 18-19 years
   ___b. 20-24 years
   ___c. 25-34 years
   ___d. 35-44 years
   ___e. 45-54 years
   ___f. 55-64 years
   ___g. 65 years and over

7. Place an X in spaces representing the general time periods you would most likely be able to take additional education.

	Mon.	Tues	Wed.	Thurs	Fri.	Sat.	Sun.	
a. Early morning (7-8 a.m.)	___	___	___	___	___	___	___	a. 7-8 a.m.
b. Mid-morning (8-10 a.m.)	___	___	___	___	___	___	___	b. 8-10 a.m.
c. Late morning (10-12 noon)	___	___	___	___	___	___	___	c. 10-12 noon
d. Lunch hour	___	___	___	___	___	___	___	d. Lunch hour
e. Early afternoon (1-3 p.m.)	___	___	___	___	___	___	___	e. 1-3 p.m.
f. Late afternoon (3-5 p.m.)	___	___	___	___	___	___	___	f. 3-5 p.m.
g. Early evening (5-7 p.m.)	___	___	___	___	___	___	___	g. 5-7 p.m.
h. Evening (7-10 p.m.)	___	___	___	___	___	___	___	h. 7-10 p.m.

. At which locations would you prefer to pursue additional education? Place an X to the left of the locations you prefer. Fill in the name of specific schools, buildings, or employer.

___a. Local area vocational school
Name of school: _____

___b. Local elementary or high school
Name of school: _____

___c. H.A.C.C. campus

___d. Recreation room in apartment complex
Name of complex: _____

___e. Meeting hall of civic or religious organization
Name of building: _____

___f. At my place of employment
Name of employer: _____

___g. Other (please describe):
_____

. Indicate the type of format you prefer for a course (check as many as desired):

Semester-length courses:

___a. 1-hour classes 3 times a week for 15 weeks
___b. 1¼-hour classes 2 times a week for 15 weeks
___c. 2½-hour classes once a week for 15 weeks

Concentrated courses:

___d. 3-hour classes 5 times a week for 5 weeks
___e. 5-hour classes 5 times a week for 3 weeks

Short courses:

___f. 1-hour classes 3 times a week for 5 weeks
___g. 1-hour classes 5 times a week for 3 weeks
___h. 1-hour class once a week for 15 weeks

. Items "a" to "f" on the right show different levels of education. In Column 1, please place a check opposite the highest level of education you have completed to date.

Then, in Column 2, check the highest level of education you would like to complete. (Check one letter in Column 1 and one letter in Column 2.)

1 Completed to date		2 Like to complete		
____	a.	____	a.	Less than high school
____	b.	____	b.	High school graduate
____	c.	____	c.	Completion of a program beyond high school at a commercial or technical school. (Examples: Electronics Institute, Central Pennsylvania Business School, a school of nursing, etc.)
____	d.	____	d.	Completion of a degree program at a community college or two-year university extension. (Examples: Harrisburg Area Community College, a Penn State University branch campus, etc.)
____	e.	____	e.	Completion of a degree at a four-year college or beyond
____	f.	____	f.	Other (please describe): _____

11. If you would like to change your occupation and had adequate training, what occupation would you most like to enter? Please write that occupation below.

_____

Name of Occupation

12. Child-care services (at a minimal cost) are important to some people. If they were located at an educational institution, would this greatly increase the chances of your attending?

___a. yes
___b. no
___c. not applicable

13. Suppose a course were given on television and repeated two or three times a week at different times. This school giving the course would make available study guides, reading materials, and self-tests. You could discuss problems with the instructor by telephone, or you could arrange personal meetings.

How interested would you be in such a course?

___a. Very interested
___b. Somewhat interested
___c. Not at all

Please comment: _____

14. Suppose we could arrange a completely independent custom-made course for you. You and an instructor would agree on a contract regarding what would be required for completion of the course. Your work would be examined by a team of persons who work in your field of study.

How interested would you be in such a course?

___a. Very interested
___b. Somewhat interested
___c. Not at all

Please comment: _____

15. Can you think of any services or programs that the area vocational schools or the Community College could offer to make these institutions more helpful to your needs? Please list your suggestions below:

_____

_____

_____

_____

_____

THANK YOU FOR HELPING US TO PROVIDE YOU WITH BETTER SERVICE.

COMMUNITY EDUCATIONAL NEEDS ASSESSMENT
EMPLOYER QUESTIONNAIRE

Please make any corrections on the mailing label, if necessary.

We would like you to help us identify specific skill areas or programs which would assist you in meeting the employment/training needs of your organization.

The enclosed list of educational programs contains the current offerings or anticipated offerings of the area vocational schools and Harrisburg Area Community College. Please refer to this list as you respond to these questions.

1. Are your present employment/training needs being satisfied?

___a. yes
___b. no

If no, please indicate:

a. Which educational programs or specific skill training would be of most use to your current employees?

Education/Skill	No. to be trained	Education/Skill	No. to be trained

b. With reference to hiring new employees, what skills or graduates of what type educational programs would be of most value to your organization?

Education/Skill	Number Needed	Education/Skill	Number Needed

2. Listed below are a number of options for training employees. Please rate the importance of each option to your organization.

	Important	Of some Importance	Of little or no Importance
a. On-the-job training planned by the employer	_____	_____	_____
b. On-the-job training planned in conjunction with a local educational institution	_____	_____	_____
c. Additional specialty courses at area educational institutions	_____	_____	_____
d. Additional general education courses at area educational institutions	_____	_____	_____

e. Others (please list): _____

_____

(continue on reverse side)

3. Please check each of the following incentives which your organization has available to employees in order to promote continued training and education.

_____a. Organized in-service training programs for specific areas of employee development
_____b. Payment of some or all tuition and other educational expenses at area educational institutions
_____c. Release time to attend educational institutions
_____d. Release time to train on the job
_____e. Additional pay and/or promotion based on educational achievements
_____f. None
_____g. Others (please list): _____

_____

4. Do you envision changes in any portion of your work force within the next three years?

_____a. Expansion
_____b. No change
_____c. (Cutoacks)

In what areas? Please give an estimate of gains or (cutbacks) in trained employees in each area.

Education/Skill	Number + or (-)	Education/Skill	Number + or (-)

5. Does your organization have any particular training needs which should be met in the near future and could be satisfied by courses, seminars, or workshops offered in conjunction with area educational institutions? (For example: supervisory management, foreign language, the metric system, commerical security, etc.)

Person completing this form:

Name: _____

Position: _____

Phone No.: _____

Chronology of CENA Activities

Date	Activity
October, 1975	Review literature on: 1. Community Educational Needs Assessments. 2. Market analyses. 3. Sampling procedures.
January, 1976	Initial meetings with AVTS's with reference to carrying out the study.
March, 1976	1. Initial meetings with Capital Area Intermediate Unit. 2. Presentation to School Superintendents about the purpose and process of carrying out the study. 3. Superintendents requested to grant permission to survey high school students. 4. Initial meetings with Derry Township School District to pilot the survey.
April, 1976	1. Initial meetings concerning representation of Carlisle School District in the study. 2. Additional meetings with AVTS's to review survey instrument and procedures.
May, 1976	1. Additional meetings with Capital Area Intermediate Unit. 2. Permission granted to survey the high schools of the Diocese of Harrisburg.
May-June, 1976	1. Pilot survey of Derry Township. 2. Surveys of AVTS's. 3. Surveys of high schools in the Capital Area Intermediate Unit and Williams Valley High School.
June, 1976	1. Development of adult survey instrument. 2. Initial contacts with County Commissioners to carry out sampling procedures for adult population.
July, 1976	1. Continued development of adult survey instrument. 2. Continued contact with County Commissioners to secure valid sample of adult residents.

Date	Activity
August, 1976	1. First mailing to adult population. 2. Computer runs on student data.
September, 1976	Second mailing to adult population.
October, 1976	1. Copies of draft data to Derry Twp., AVTS and Capital Area Intermediate Unit officials. 2. Drafting of employer survey. 3. Identification of employers to be surveyed.
December, 1976	1. Additional information to Derry Twp. about attachments to student and adult surveys. 2. Computer runs on adult data. 3. First and second mailings to employers.
January-February, 1977	1. Hand tallies of employer surveys. 2. Project delayed to accommodate demands of Middle States Self-Study.
March, 1977	Basic CENA data presented to the Task Force on Adult and Continuing Education.
April, 1977	CENA results in tabular form presented to Administrators, Faculty (via President/ Faculty Forum), Board of Trustees.
May, 1977	1. Additional contact with one AVTS to verify interpretation of data. 2. All CENA tabluations shared with the Vocational Education Advisory Committee.
September, 1977	1. Further analysis of data. 2. Written drafts.
October, 1977	Final draft reviewed by President of College.
November, 1977	Publication of Volumes I & II of Community Educational Needs Assessment.

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4	Sureness About Occupational Choice	F-3	25	F-15	39	F-27	53
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6	Plans for First Year After High School	F-5	26	F-17	40	F-29	54
7	Location of Plans for First Year After High School	F-6	26	F-18	40	F-30	54
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9	Type of School Planning to Attend First	F-8	28	F-20	42	F-32	56
10	Sureness About Type of School Planning to Attend First	F-9	29	F-21	43	F-33	57
9	Name of School Planning to Attend Sometime During Life	F-10	30	F-22	44	F-34	58
11	Time for Beginning Post High School Education	F-11	31	F-23	45	F-35	59
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4	Sureness About Occupational Choice	G-3	66	G-15	79	G-27	93
5	Greatest Amount of Education Desired	G-4	66	G-16	79	G-28	93
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8	Reasons for Not Planning to Attend College Within a Year After High School Graduation	G-7	68	G-19	81	G-31	95
9	Type of School Planning to Attend First	G-8	69	G-20	82	G-32	96
10	Sureness About Type of School Planning to Attend First	G-9	70	G-21	83	G-33	97
9	Name of School Planning to Attend Sometime During Life	G-10	71	G-22	84	G-34	98
11	Time for Beginning Post High School Education	G-11	72	G-23	85	G-35	99
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6	Plans for First Year After High School	H-3	108	H-9	118	I-5	130
7	Location of Plans for First Year After High School					I-6	130
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